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ABSTRACT

Curriculum for a career education program developed in the Waupun School District, Waupun, Wisconsin, is presented for grades 4-12, in a variety of formats. Curriculum arranged under career education concepts and containing information regarding objectives, learning activities, resources, and evaluation includes: combined curriculum, grades 4-6; combined studies, grade 8; language arts, grade 7; social studies, grade 7; high school career education for the secondary educable mentally retarded; and high school social studies. An eighth grade combined unit on social science, language arts, and mathematics and a separate mathematics unit list materials to be used and a daily activities schedule. Four separate activities for grade 8 mathematics are included. Two extensive bibliographies list material available for primary grades, regarding career occupations, and secondary grades, regarding career education. High school courses include: business education, with a list of office procedures; a career education activity manual, with a list of instructional materials; units of creative writing, career investigations, and job search; a suggested guide for career education concept implementation into high school communications classes, with a list of audiovisual materials available; and an addendum glossary, miscellaneous materials, and activities. The document has no table of contents. (LH)

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SCHOOL'S
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CAREER EDUCATION IN THE WAUPUN
JOINT SCHOOL DISTRICT #1

Career education is a self-development process. The school is finding the process of helping the students to understand themselves, the world of work, the educational and training requirements of various occupations, entering in and progressing in educational pursuits; and, in the end the selections of a vocation.

To be effective, career education must start at the beginning of a child's education. It is to be continuous and sequenced until the student completes the educational gamut and is established (started) in a career. Career education should provide an opportunity for continuing education to upgrade skills or provide chance to prepare for a new career.

Career education is a comprehensive program where the student's attention is focused on careers beginning in the first grade and continues through the adult years. In elementary and secondary education the programs include a structuring of basic subjects, grades K-12, around the theme of career opportunities and requirements in the world of work.

At the elementary level, students are informed about the wide range of jobs in our society, roles and requirements, and the awareness of self in this structure. In junior high school the students may explore several specific clusters of occupations through field trips, speakers, hands-in experience, as well as through classroom instruction. Assistance at the high school level is offered in selecting an occupational cluster for further investigation and specialization. At this stage students are ready to pursue their selected occupational cluster by one of the following: (1) intensive preparation for entry into the worldly work immediately upon leaving high school, (2) preparation for occupational education in a technical school or enter an apprentice program, or (3) preparation to enter a four-year college.

Career education provides job information and skill development but also helps students develop attitudes about the self, personal, social and economic importance of work. Extensive guidance and counseling activities assist the student in development of self-awareness and in matching his interests and abilities with possible careers.

Comprehensive career education includes a sequentially developed education program offering career awareness, career exploration, and job preparation for all students. Benefit of such a program is that students' performance in basic subjects should improve as the entire curriculum is made more relevant and meaningful by being focused around career education. The responsibility for career education rests with every teacher in this program. Each teacher should teach for transfer of his subject into the world of work. We cannot assume that the student will make the interpretation on his own.

The expected outcomes of career education are that every student will develop competencies necessary for life and making a living and develop appropriate attitudes toward work and the worker. Students should become aware of a large number of occupations and careers, use this information to make wise choices, and acquire the competencies and education necessary to one or more occupations.

The United States Office of Education (Career Education Progress, 1972) lists objectives for career education under seven objectives:

1. To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.

2. To provide all students with the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.

3. To assure the opportunity for all students to gain an entry-level, marketable skill prior to leaving school.

4. To prepare all students completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

5. To provide services for placing every person in the next step in his development, whether it be employment or further education.

6. To build into the educational system greater utilization and coordination of all community resources.

7. To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and reentry either into the world of work or the educational system.

Carol Sobeck
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WAUPUN UPPER ELEMENTARY--INTERMEDIATE

GRADES 4-6

CAREER EDUCATION

Introduction

To prepare the students for their middle school and high school concepts concerning occupations is a goal of all intermediate level teachers.

We feel that most teachers in our system are already doing occupation oriented activities, but it is our expressed hope that this booklet will "tie together" existing activities and act as an awareness instrument of more concepts and goals in a well integrated occupational teachings program.

Tasks for the intermediate years are to: (a) develop a positive self-concept, (b) acquire the discipline of work, (c) identify with the concept of work as a valued institution, (d) increase knowledge about workers, (e) increase interpersonal skills, (f) increase objectification of self before others, and (g) value human dignity.

Concept (1): An understanding and acceptance of self is important throughout life.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should: 1. understand the importance of examining one's strengths and limitations.	1. Open-ended sentence--I am at my best when: I feel comfortable when: I can't understand why: When I give a report in front of a group:	Book List from Washington Jefferson Library Resource List Washington Resource List Guidance Counselor	The student will discuss, list, or write an essay on the reasons why one should examine strengths & limitations.
2. understand that there is a continuous interaction between one's knowledge and acceptance of self and what he will become.	2. Write an autobiography.	Study prints from Child's World, Inc. --Moods and Emotions	
	3. Ask students to draw an emotion.	Jefferson Library	
	4. Sociogram (Attitude) with assistance of the guidance counselor.	Duso Kit--Jefferson Library (aqua case) SRA--Focus on Self-Development Kit	
	5. Panel discussion: make up a character, John Doe (List different combinations of strengths & weaknesses; discuss self-image of person.	SRA--Involvement Kit	
	6. Tiddly-Winks game (Certain values per square on right attitudes.)		

Concept (1): An understanding and acceptance of self is important throughout life (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	7. Students write themes on assessment of themselves in personality characteristics.		

Concept (2): Persons need to be recognized as having dignity and worth.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. accept that people bring dignity and worth to their job.	1. Invite school maintenance worker, school secretary, or other personnel to classroom to explain their jobs.	Jefferson Library List Washington Library List Community people	1. The student will be able to recognize that a worker brings dignity & worth to his job.
2. appreciate the manner in which work may provide the opportunity for individuals to enhance their dignity and worth.	2. Use recreation & entertainment people to discuss leisure time activities.	School employees	2. In a class discussion or essay, the student chooses a specific job & tells a person can bring dignity & worth to that job.
	3. Have someone with an unskilled job discuss the importance of his job, (migrant worker, garbage man).		

Concept (3): Occupations exist for a purpose.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. understand that occupations develop from social needs.	1. Invite parents or people in the community to come into the classroom to tell about their occupation. Question & answer period to follow.	1. Parents in community.	1. Given a specific occupation, list the social needs which this occupation fulfills.
2. recognize some of the contributions occupations make to the advancement of society.	2. Discuss jobs observed in field trips to City Hall and other places.	2. Field trips (see possible field trips section of this booklet).	2. Given a social need, list the specific occupations that have developed (or should be developed) to fulfill that need.
3. recognize that occupations develop to fulfill social needs.	3. Play occupations game--list 30 occupations on cards; distribute them; have each student write 3 services that the occupation does for our society.	3. Classroom.	3. Test-Matching-Match services to occupations.
4. understand some of the contributions of occupations to the advancement of society.	4. Brainstorming, "Why Do People Work?"	4. Jefferson & Washington AV Lists.	4. Recognize and show some degree of understanding that occupations exist for a purpose.
5. begin to understand that occupations develop to fulfill social needs.	5. Panel game: "What's My Line?"	5. Local industries.	5. Given a specific occupation, list the contributions it has made to society.
6. begin to appreciate the contribution of occupations to		6. Library research; medical research; agronomy, etc.	6. The student will give an extemporaneous
		7. "Development of Transportation" Encyclopedia Britannica.	
		8. "Then and Now in the U.S." (Encyclopedia Britannica).	
		9. Biographies of inventors.	
		10. Films on biographies.	

Concept (3): Occupations exist for a prupose. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
the advancement of society.	6. Trace the development of an invention. Explain how these inventions created jobs and helped society. Make a mural tracing some inventions.	11. Filmstrips of inventors. 12. Films on biographies. 13. Speakers from local industry on "Our Contribution to the Advancement of Society".	speech on "Occupations exist for a purpose".
	7. Trace the development of health needs.	14. Speaker from Art Division of local industry.	
	8. Students interview people in an occupation. Analyze what conditions caused the need for this occupation? (Ex. silversmith, jeweler).		
	9. Make a preduct & sell it. (Could be applied to school needs) i.e. bulletin boards in lockers, diagramed tee shirts, bake sale.		
	10. Trace development of law enforcement agencies.		

Concept (3): Occupations exist for a purpose. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	11. Trace the development of newspapers.		
	12. Medical research (salk, diseases), agronomy, air conditioning.		
	13. Trace development of an invention which has made a contribution to society; car, light bulb, plastic industry, space program (their food, their teflin dishes).		
	14. From a list of occupations offered by the class or teacher; have students, in groups of four, answer the question, "How does this occupation you have chosen help society progress?"		

Concept (3): Occupations exist for a purpose. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	15. Speaker with discussion of commercial art: promotion of product, designs, etc.		

Concept (4): There is a wide variety of occupations which may be classified in several ways.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. recognize that there is a wide and increasing variety of occupations.	1. Watch a film or here a speaker on a specific career and discuss changes that have occured in that career.	1. Jefferson--Washington AV lists	1. The student will demonstrate through discussion or writing one or several of the following: Some careers that have been created since his birth; Some careers now extinct; Some careers that are in the same career family.
2. understand the various ways of classifying occupations.	2. Imagine taking a trip on a plane, to the grocery store, etc., and discuss the occupations involved to make the trip possible.		2. Given a list of jobs, the student will classify them under pertinent groups; given 3 occupational groups, the student will list 10 or more jobs in each.
	3. Watch a TV program on a career and do further research on one of the occupations.		
	4. Watch a filmstrip & write a resumé of 3 jobs.		
	5. Check newspaper Want Ads of 15 years ago & compare them with Want Ads of today.		
	6. Role play jobs that are now rare or extinct.		

Concept (4): There is a wide variety of occupations which may be classified in several ways.
(con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	7. Role play jobs that are relatively recent.		
	8. Compile, discuss, compare, and/or role play occupations of the parents of the children in your room.		
	9. Read an article about an occupation leaving out the name of the occupation; have the students name the occupation you are presenting.		
	10. Discuss jobs available in a specific area such as math, science, language, etc.		
	11. Make a list or chart showing various ways of classifying jobs, e.g., jobs that give financial oppurtunity, close relationships to the environment,		

Concept (4): There is a wide variety of occupations which may be classified in several ways.
(con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	relative independence, promotional opportunities, manual skills, mobility, etc.		
	12. Collect application forms from local industries & companies to show what skills employers are looking for.		

Concept (5): Work means different things to different people.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. understand the various ways of describing meanings of work.	1. List a hobby for one person which may be work for another. (Ex. golfer, pro-golfer; or camera hobby, professional photographer).	1. Jefferson--Washington AV lists.	1. Discuss a job which was at one time fun but now is work. Ex. wiping dishes.
2. begin to assess the meanings work may have to individuals.	2. Have students pick an occupation & tell what they think work means in this occupation. (Ex. doctor, bricklayer, service station attendant).	2. Community resource people Service employees.	2. Given a specific job, the student will list several different meanings which that job could have for several different people.
3. begin to describe various ways of describing meanings of work.	3. Have the guidance counselor talk on meanings of work.	3. Guidance counselor	3. Writing project: Assign groups to give their likes & dislikes for a job.
4. begin to describe how work has a personal meaning to every person.	4. Use community employees as speaker.		
	5. Interview 3 people in same occupation & have each one give their meaning of work.		

Concept (5): Work means different things to different people. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	6. Use a panel discussion of parents, high school students to discuss meaning of work.		
	7. Have students list their favorite subjects in preference order and tell why.		
	8. Invite different people to come in and tell what work means.		
	9. Take a field trip & talk to employees about the meaning of work.		

Concept (6): Education and work are interrelated.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. begin to understand that different kinds of work require varying degrees & types of educational preparations.	1. Have students construct a mobile using any job & its requirements as moving parts of the mobile. (Stabiles may also be used).	1. People in community occupations.	1. Have a student give a speech about a job he would like, telling about the education he will need to fulfill it.
2. begin to understand that occupational requirements & competencise influence educational preparations.	2. Interview a person in the community. Have him explain the educational requirements of his job.	2. Library research on various jobs & educational requirements for them.	2. Given a specific occupation & its competency requirements, the student will tell how this will influence his educational preparation.
3. begin to understand that different kinds of work require varying degrees & types of educational preparation which is related to school subjects.	3. Choose 5 or more jobs in which the students are interested & show the education required for each.	3. Film: "Finding Your Job" (Finney Company)	3. Write an essay on "Ways in which occupations competency requirements influence one's educational requirements."
4. begin to understand that the changing occupational requirements & competencies influence the content & direction of			

Concept (6): Education and work are interrelated. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
an individual's educational preparation.			
5. realize that different kinds of work require varying degrees & types of educational preparation.			
6. realize that occupational competency requirements influence the kind & degree of one's educational preparation.			

Concept (7): Individuals differ in their interests, abilities, attitudes and values.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. differentiate himself from others by describing how he resembles & differs from others.	1. The student may write an autobiography about himself & emphasize how he resembles & differs from others.	1. Mag pictures of people.	1. Write an essay on "How I Am Like Others My Age and How I Am Different from Others My Age."
2. understand the various ways identifying & describing individual differences.	2. Video-tape pictures of several people comparing physical likenesses & differences.	2. Old video-tapes of people.	2. Choose an adult & prepare a confidential comparison of self & him.
	3. Take a class poll on favorite TV program jobs.		3. Writing project: The student will differentiate himself from others by describing how he resembles & differs from others in interests, attitudes, abilities, & values.
	4. Have student make a life line of yarn of paper. Along this line, write or take pictures from mags on things that interest him. Do in order of preference.		
	5. Have the student construct a stabile on personal interests and self-traits. (Art)		

Concept (8): Occupational supply and demand has an impact on career planning.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. become aware that occupational supply & demand has an impact on career planning.	1. Interview parents & grandparents about jobs that existed when they were young, but no longer exist. (Ex. iceman) Follow up could be about jobs that may exist in the future.	1. LFI The price is right--Supply & Demand.	1. List 2 jobs that are over-supplied & 2 that are undersupplied.
2. become aware of employment trends & changes within his community and/or state.	2. Keep a running graph of jobs available from local newspaper.	2. Museum field trip to local museum.	2. Tell affects of shortage of jobs in a given area.
	3. Take field trips to observe supply or oversupply of employment as known in the past & today.	3. Research: Mags, newspapers, dealing with occupation's supply & demand.	3. Make a list of job areas which look like they have a good future or questionable future.
	4. Discussion of the changing jobs as related to various industries such as automobile, bottling, packaging.	4. Local employment office field trip.	
	5. Individual project: Write a business letter to industries about occupational supply & demand.	5. Labor Department of Statistics information. Washington D.C.	

Concept (8): Occupational supply and demand has an impact on career planning. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	6. Make Want-Ad posters, newspaper Want-Ads. Use a study of newspapers to incorporate concept, if desired. 7. Make a scrapbook on supply & demand. 8. Look at old newspapers. Compare jobs then & now.		

Concept (9): Job specialization creates interdependency.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should: 1. recognize that jobs are coordinated in the production of goods & performance of services.	1. Show a filmstrip or film that shows a manufacturing process; discuss it.	1. Appropriate social studies text chapters.	1. Have students describe jobs involved in making a product.
2. become aware that worker cooperation is essential.	2. Role play the manufacturer of an object; the student acts as the object and shows what happens to him in the process of manufacturing.	2. Speakers--working parents, local industrial personnel, etc.	2. Make a mural, collage, or diagram of production of an industry.
	3. Set up an actual manufacturing process (or several) in the classroom. Birdhouses, maybaskets, or whatever can be used.	3. Newspapers, magazines, company publications & pamphlets.	3. Have students demonstrate ability to pinpoint sources of raw materials on a map.
	4. Discuss manufacture of products peculiar to a part of the nation; dovetail with a social studies unit.	4. Students in the class who hold some kind of job.	4. Write an essay on the manufacture of a product.
	5.. Give a spelling lesson using words that describe manufacturing steps.		5. Role play an interview with a manufacturer about the interdependency of people in the production of a product.
			6. Use a role playing situation to show how parents become aware that worker cooperation is essential.

Concept (9): Job specialization creates interdependency. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	6. Write to local industries requesting pamphlets that describe their manufacturing steps.		7. Write an essay about what would happen if people failed to cooperate in an emergency.
	7. In the study of tone & pitch, point out the different materials used in pianos & stringed instruments.		
	8. Analyze the factors that increase the cost of a manufactured good from the cost of its raw materials.		
	9. Discuss a defective item of manufacture; include the possible causes for defect & the effect the defect has on the users.		
	10. Interview parents about their jobs.		

Concept (9): Job specialization creates interdependency. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	11. Create an advertising project for a particular product. Discuss the cooperation necessary among the involved parties to make the product sell.		
	12. Invite a local guest speaker to talk on the topic of cooperation among workers.		
	13. Set up 2 companies that involve selling, advertising, distribution, etc. Show that if a breakdown occured it would probably be from a lack of cooperation among workers.		
	14. Involve students in common situations among themselves in which cooperation breaks down. Relate to world of work.		

Concept (9): Job specialization creates interdependency. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	15. Examine current mags or newspapers to find articles that show where worker cooperation breakdown has affected the student.		

Concept (10): Environment and individual potential interact to influence career development.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. become aware of some critical environmental elements which have an effect upon one's career development.	1. Read about a career. What type of person is needed for this career? (Class discussion).	1. Library research books involving careers.	1. Develop lists of environmental factors to discuss how they will affect a career.
2. begin to realize that individual & environmental factors effect one's career development.	2. Make a particular job assessment chart (i.e. doctor) & tell what attributes a doctor needs.	2. Pamphlets from school guidance counselor.	2. Develop lists of personal factors that influence a career.
3. become aware of the many critical environmental elements which may effect career development.	3. Student could make a self-assessment chart on interests, abilities, personality, & the careers he would like to pursue.	3. Books: biographies (student's own choice).	3. Relate in their own book report where a character in the story has the behavioral objectives.
4. recognize that career development is influenced by changing individual & environmental factors acting separately or together.	4. Use a student-prepared tape recording of his readings where personal factors affected the person's choice of career.	4. Population distribution map.	4. Interview a parent about his life at every 5-year interval; starting at 15 years of age, & discuss the results of his environment on his career.
	5. Teacher may read a section of biography; & students, through class discussion, talk about others & their ca-		5. Interview a person & relate in writing how his career was changed by personal on environmental factors.

Concept (10): Envirorment and individual potential interact to influence career development. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	reer barriers & how they overcome them.		
	6. Read sections of biography (marked by teacher) showing where an individual development career was impinged, such as Henry Ford or Wright Brothers.		6. List a number of envoronmental elements that would affect a career choice.
	7. Give a first person report--teacher asks the questions & student takes part of biography character.		
	8. Construct your lifeline (line of your life to date) giving reasons why you have changed your mind or why you have not changed your mind.		
	9. View "Impact" film & have discussion about the affects that accidents have		

Concept (10): Environment and individual potential interact to influence career development.
(con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	on careers of the survivors.		
	10. Have a person whose life has been changed by individual or environmental factors speak to the class.		
	11. Have students write an original skit to show how personal & environmental factors change a person's career.		
	12. Student discussion of vocations which have been carried on from one generation to another.		
	13. Interview: Have individual conference with student about environmental elements which could affect his choice of vocation.		

Concept (10): Environment and individual potential interact to influence career development.
(con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	14. Discuss a number of environmental elements that could affect a career choice, i.e. climate, geography, educational institutions, family financial status, economics, family mobility, presence of large industry.		
	15. Study of population distribution map, draw conclusions on the relationships of population density, & the career occupational choice of inhabitants.		

Concept (11): Occupations and life styles are interrelated.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. begin to understand that an individual's occupation can influence his life style.	1. Use older student as a resource person to illustrate how part-time jobs have influenced his life style (paper boy, candy striper, janitor's helper).	1. Older students.	1. A student will use an older brother, sister, or friend, & explain how their first job influenced their life style. This may be an oral or written report.
2. begin to understand that a preferred life style may influence one's occupational choice.	2. Write a short essay, "A Day in the Life of ___." (Someone you idolize), telling what his career is like.	2. Community resources.	2. Given a particular occupation & its projected salary & benefits, the student will show evidence that he understands corresponding life styles. Written or oral report.
3. recognize what factors ingerent in one's occupation can influence his life style.	3. Do a biographical sketch on a person who has influenced a student. Choose one whose life style has changed, i.e., Bob Long who now runs Pizza Huts.		
4. recognize what factors impinge on selecting one's preferred life style which may also influence this occupational choice.	4. Do an original theme, "Life Styles in the Year 2000" or "What Life Styles Will be Like When I Graduate From High School."		

Concept (11): Occupations and life styles are interrelated. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	5. Do a personal financial budget for one life style. Put an arbitrary amount on the board ($500). Apply to a vocation in a certain job area. Draw conclusions, i.e., recreation, housing costs, food. Another way to approach this activity would be to use arbitrary incomes from lower, middle, & upper class society.		

Concept (12): Individuals can learn to perform adequately in a variety of occupations.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. become aware that individual potential can be developed in a variety of occupations.	1. Have student develop a list of occupations which require the same skills (Ex. working with hands, key -punch).	1. What I like to do Series (SRA).	1. Student will list several occupations into which his individual potential might lead him.
2. become aware that individuals can develop potentials which can be utilized in a variety of occupations.	2. Play a matching game with multiple choice list of occupations & related skills.	2. Jefferson--Washington AV lists.	2. Student will list ways in which he can bring about changes in himself to fulfill a certain job: education, attitude, personality, work experience.
3. realize that individuals have assets & limitations as they relate to job requirements.	3. Have a student write a self-inventory in 3 parts: what I'm like, what others think I'm like, what I'd really to be.		3. Write short theme; completing these sentences: I may qualify physically for this job because____. I may not qualify physically for this job because__________.
	4. Chart occupations & related skills. Show how development begins in grade school.		4. List 5 jobs suitable for your personal preference & 5 jobs not suitable for your preferenc.
	5. Students list personal weaknesses which they feel can be improved upon. Evaluate after 2 weeks.		

Concept (12): Individuals can learn to perform adequately in a variety of occupations. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	6. Occupational research (Ex. ex-newsboy--use of interviews with older students who have newspaper carriers).		
	7. Panel discussion on assets & limitations, & how to use them on the job.		

Concept (13): Career development requires a continued and sequential series of choices.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. become aware that career development is a life-long process which unfolds from the interplay of their past experiences & decisions.	1. Interview retirees or senior citizens.	1. Local people mentioned in the activities.	1. Collect articles from mags and/or newspapers showing how an employee got his job. Include his career development, education, etc.
2. become aware that individuals must consider many variables as they develop their career goals.	2. Class reading & discussion of Robert Frost's poem "Road Not Taken".	2. Book containing Robert Frost's poem "Road Not Taken".	2. Give a book report from a biography of a famous person, emphasizing how his decisions & career choices affected him.
	3. A speaker involved in his career for some time who can show how his career development is related to his past experiences & decisions.	3. Guidance counselor.	3. Choose an occupation; list the training & educational choices he needs to consider in planning for this occupation.
	4. Discussion that focuses on the effect criminal acts have on careers. Use mag, newspaper, or personal resources; such as probation officer.	4. Students from other grade levels.	4. List the changes & influences that happen in the developmental phases of setting goals.
	5. Have student interchanges (K-3; 7-9; 10-12) in which students tell what they want to be. Have students		

Concept (13): Career development requires a continued and sequential series of choices. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	make inventory, discuss similarities & differences.		
	6. Have teacher, counselor, & other district personnel discuss their career.		
	7. Compile a master list of career variables through small group brainstorming.		
	8. Have each student make a list of personal skills & abilities.		
	9. Have students examine junior & senior high handbooks to see educational choices they will make in the near future.		

Concept (14): Various groups and institutions influence the nature and structure of work.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. become aware of the forces that play an important part of structuring of the changing structure & nature of the work world.	1. Paper boy--examine rules & regulations that govern this: age, sex. (This one no longer true.)	1. Newspapers.	1. Identify job or career where legislation affects employment.
2. become aware of the many groups & institutions that are effected by the changes in the work world.	2. Look at school board policies affecting students.	2. Mags.	2. Show evidence in writing how limitations of physical facilities influence work environment.
3. begin to understand that conditions created by organized groups & institutions affect the world of work. 1. supply & demand, 2. physical facilities, and 3. federal, state, & local legislation.	3. Have students write 2 original compositions: one on how school physical facilities affect the students, as well as one on how home physical facilities affect student.	3. 16 mm film World of Henry Ford.	3. Examine a list of food prices from 2 different seasons. Develop retionale for pricing.
4. begin to understand that conditions in the work world	4. Study newspapers: (Ex. Strawberries--take price for various times of year; Watch price changes after sales.)	4. Museum materials.	4. List positive & negative influences that affect conditions in Work World.
	5. Examine history photographs, slides, movies, books--showing	5. History books.	5. The student will compare 3 institutions & 3 groups in past history with similar groups of today & list difference in influencing conditions.

Concept (14): Various groups and institutions influence the nature and structure of work. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
affect groups & institutions.	working conditions--past & present.		
	6. Make a bulletin board on world work conditions. Compare Russian workers to US workers.		

FIELD TRIP POSSIBILITIES
IN THIS AREA
OF WAUPUN

Staehling Brothers Printing Co.	18 N. Madison	324-3711
Peters Oil Co.	4 Taylor	324-4415
Pluim Brothers Sheet Metal Works	804 W. Main	324-2701
White Heating Service	18A N. Madison	324-3621
Reabe Flying Service Inc.	Highway 68	324-3519
Metzger Ambulence Service	418 E. Franklin	324-3765
Meenk's Electric	412 E. Main	324-5681
Rens Motor Co.	650 W. Main	324-3181
Flower Shop	106 W. Main	324-4541
Handcrafters	1 W. Brown	324-2031
Asmus Motors	1025 W. Main	324-2491
Waupun Auto Sales	425 Fond du Lac	324-3585
Blakely Auto Parts Inc.	16 Fond du Lac	324-3515
Waupun Auto Supply Co.	429 E. Main	324-3554
Sight and Soung Shop	17 N. Madison	324-3021
Home Contractors and Supply Inc.	879 E. Main	324-3525

Martin's Bake-Rite Bakery Main Street	324-2831
National Bank of Waupun 210 E. Main	324-5551
State Bank of Waupun 37 N. Madison	324-5537
Waupun Chamber of Commerce 201 E. Main	324-3491
Waupun Concrete Products Inc. 811 W. Main	324-3591
Waupun Equipment Co. Inc. Rt. 1	324-3597
Waupun Feed and Seed Inc. Hy. 49	324-2781
Waupun Iron and Metal Co. Rt. 2	324-4232
Waupun Launders and Cleaners 13 Carrington	324-3517
Waupun Leader News 514 E. Main	324-5555
Waupun Memorial Hospital 620 W. Brown	324-5581
Waupun Public Library 120 S. Mill	324-3931
Waupun Public Utilities 220 N. Forest	324-3556
Waupun Readi Mix Co. Rt. 3	324-3581
Waupun Savings and Loan Assn. 101 S. Madison	324-5528
West Main Lumber Co. Inc. 810 W. Main	324-3533
Westra Construction Co. Inc. Rt. 1	324-3545
Weyenberg Shoe Manufacturing Co. 1 W. Jefferson	324-5558

Wisconsin Bell Telephone Co. 215 N. Spring Beaver Dam	885-5501
Wisconsin Power and Light Co. 407 E. Main	324-3661
Post Office 400 E. Franklin	324-4111

CAREER CLUB

Activity - Today we will try a meeting of the Career Club with the President in charge. The President and Secretary should sit at the front of the room.

When you wish to say something, you stand beside your seat and say, "Madame President". She then calls on you, and you may state your opinion. If several people stand at once, she notices who they are so she can be sure the others have a turn also.

When you have been "Recognized" (or called on) you say whatever you have on your mind, sit down, and give others a turn. There is never an argument back and forth. You say whatever you think once and then sit down.

If your suggestion is that the whole club should vote to do something, you say, "Madame President, I make a motion that we begin collecting money to go on a class trip." (or whatever your idea is). When someone has said, "I second the motion." the President will say, "Is there any discussion?" Then everyone has a chance to stand, be recognized, state his opinion, and sit down again.

The topics you may wish to discuss today are dates for student demonstrations or explanations of their hobbies, dates for parents' explanations of their careers, and possible field trips.

Try to discuss one topic at a time, and to finish with one subject before you start on another.

If the class can have an orderly meeting, speaking one at a time, and not interrupting people, we will be able to have more interesting Club Meetings.

1. Activity - Make a folder to keep all Career Club papers together.
2. The answer to yesterday's coded Puzzle.
    1. verterinarian
    2. surveyor
    3. upholsterer
    4. apprentice
    5. blacksmith
    6. dentist
    7. taxi driver
    8. TV announcer
    9. engineer
    10. bookbinder
    11. musician
    12. electrician

* * * * * * * * *

    1. actress
    2. cartoonist
    3. news cameraman
    4. magazine editor
    5. librarian
    6. architect
    7. salesman
    8. insurance agent
    9. beautician
    10. telephone operator
    11. florist
    12. helicopter pilot

3. Lesson for today:

In groups of three or four pick out any 5 of the vocations listed above and write at least 40 words about what each one would do in his job. You may not find this many words in any dictionary or encyclopedia; you should be able to figure out some more things to say about what their job consists of. One reason for working in groups is that what you do not know about, your friends might.

Each person is to write his own paper about all 5 jobs; your friends are to help you think of ideas. All the members of the group do not have to write about the same things, but you can if you want to.

1. Activity - If you did not make a folder last week, you may work on that. If you wish, you may put an illustration of one of the careers in your booklet; it can be a drawing, a series of cartoons, or a picture cut from a magazine.
2. Finish the 5 descriptions that were assigned on Friday.
3. Lesson -- begin a page of definitions to keep in your folder. Try to keep the page neat; we will be adding to it from time to time. The first four words to look up in the dictionary are:

   vocation career occupation profession

   Watch the punctuation and copy it carefully. The commas and periods are put there for a reason; it does not make sense without them.
4. The rest of the hour may be spent on Spelling pages 74-76, Specific Skills booklets, Classics Illustrated, Random House, or free reading.

BOOKS ON CAREER OCCUPATIONS

Washington Library

Easy Books

	Greene	I want to be a Scientist	c1962
	Greene	I want to be a Baker	c1956
	Greene	I want to be a Bus Driver	c1957
	Greene	I want to be a Carpenter	c1959
	Greene	I want to be a Cowboy	c1960
	Greene	I want to be a Dentist	c1960
	Greene	I want to be a Farmer	c1959
	Greene	I want to be a Fireman	c1959
	Greene	I want to be a Mechanic	c1959
	Greene	I want to be a Policeman	c1958
	Greene	I want to be a Ship Captain	c1952
	Greene	I want to be a Storekeeper	c1958
	Greene	I want to be a Librarian	c1960
	Greene	I want to be a Truck Driver	c1958
	Greene	I want to be an Airplane Hostess	c1960
	Greene	I want to be an Animal Doctor	c1956
	Greene	I want to be a Train Engineer	c1956
	Greene	I want to be a Space Pilot	c1961
	Greene	I want to be a Fisherman	c1957
	Greene	I want to be a Ballet Dancer	c1959
Baker	Greene	I want to be a Bank Teller	c1972
	Baker	I want to be a Basketball Player	c1972
	Baker	I want to be a Beauty Operator	c1969
	Greene	I want to be a Coal Miner	c1957
	Baker	I want to be a Computer Operator	c1973
	Greene	I want to be a Dairy Farmer	c1957
	Greene	I want to be a Farmer	c1959
	Baker	I want to be a Football Player	c1972
	Baker	I want to be a Forester	c1969
	Baker	I want to be a Hockey Player	c1973
	Greene	I want to be a Homemaker	c1961
	Baker	I want to be a Lawyer	c1973
	Greene	I want to be a News Reporter	c1958
	Greene	I want to be a Nurse	c1957
	Greene	I want to be a Pilot	c1957
	Greene	I want to be a Postman	c1958
	Baker	I want to be a Printer	c1975
	Greene	I wantkto be a Road Builder	c1958
	Baker	I want to be a Sales Clerk	c1969
	Baker	I want to be a Secretary	c1969
	Baker	I want to be a Service Station Attendent	c1972
	Baker	I want to be a Swimmer	c1973
	Baker	I want to be a Taxi Driver	c1969
	Greene	I want to be a Teacher	c1957
	Baker	I want to be a Telephone Operator	c1975
	Greene	I want to be a Telephone Operator	c1958
	Baker	I want to be a Tennis Player	c1973
	Baker	I want to be a Waitress	c1972
	Baker	I want to be a Weatherman	c1972
	Baker	I want to be an Architect	c1969

Hopke	The Children's Dictionary of Occupations	c1964
Baker	I want to be a Basketball Player	c1972
Hoffman	About Helpers Who Work at Night	c1963
Judson	People Who Work in the City and in the Country	
Merriam	Mommies at Work	c1961
Radleuer	Fathers at Work	c1958
Radleuer	Women at Work	c1959
Shapp	Lets Find Out about Policemen	c1962
Shapp	Let's Find Out About Firemen	c1962
Shay	What Happens at a Television Station	c1969
Shay	What Happens when you Go to the Hospital	c1969
Chace	About the Captain of a Ship	c1959
Iritani	I Know a Baker	c1969

Upper Elementary

Davis	Careers in a Bank	c1973
Dean	Careers in a Department Store	c1973
Davis	Careers in a Medical Center	c1973
Davis	Careers in Baseball	c1973
Ray	Careers in Computers	c1973
Ray	Careers in Football	c1973
Ray	Careers in Hockey	c1973
Ray	Careers with a Police Department	c1973
Dean	Careers with an Airline	c1973
Criner	Jobs in Public Service	c1974
Gray	Jobs in Transportation	c1973
Houlehen	Jobs in Manufacturing	c1973
Liebers	Jobs in Construction	c1973
Paradis	Never to Young to Earn; 101 Part-Time Job for Girls	c1954
Smith	Men at Work in Alaska	c1967
Wakin	Jobs in Communications	c1974
Houlehen	Jobs in Agribusiness	c1974
Haskins	Jobs in Business and Office	c1974
Berger	Jobs in Fine Arts and Humanities	c1974
Englebardt	Jobs in Health Care	c1973
Ross	Jobs in Marine Science	c1974
Hall	Jobs in Marketing and Distribution	c1974
Dobrin	Jobs in Recreation	c1974
Berger	Jobs That Help the Consumer and Homemaker	c1974
Berger	Jobs that Save Our Environment	c1973
Newman	About People Who Run Your City	c1963
Wilkinson	Come to Work with Us in the Hospital	c1970
Wilkinson	Come to Work with Us in a Bank	c1971
Wilkinson	Come to Work with Us in a T.V. Station	c1970
Wilkinson	Come to Work with Us in a Telephone Company	c1971
Shay	What Happens when You Build a House	c1970
Wilkinson	Come to Work with Us in House Construction	c1970
Wilkinson	Come to Work with Us in a Toy Factory	c1970
Wilkinson	Come to Work with Us in a Department Store	c1971
Wilkinson	Come to Work with Us in a Dairy	c1971
Henriod	I Know a Grocer	c1970
Wilkinson	Come to Work with Us in a Hotel	c1971

WASHINGTON EDUCATIONAL MATERIALS

BIOGRAPHY 920-921

F/S	817	Lincoln and Douglas
R/FS	102	The Life of Abraham Lincoln
	103	The Life of George Washington
S/FS	138	Abe Lincoln: The Promised Land (Abe Lincoln series)
	139	And This Too Shall Pass
	140	We Cannot Escape History
TA	198	Robert Fulton
	199	Samuel F.B. Morse
	200	James Watt
	201	Alexander G. Bell
	202	Henry Ford
	203	Benjamin Franklin
	204	Eli Whitney
	205	Wright Brothers
	206	Thomas A. Edison
	207	Rene T.H. Laennec
	208	Crawford W. Long
	209	Zacherias Janssen
	210	Cyrus H. McCornick
	211	Wilheim K. Roetgon
	212	Alfred Nobel
	213	Albert Einstein
	214	John P. Holland
	215	Antonio Pecinotti
	216	Willis H. Carrier
	217	Karl Benz
	218	Richard J. Gatling
	219	TS' Ai Lun
	220	Johnnes Gutenburg
	221	The Wheel
REC	75	Abe Lincoln in Song and Story

COMMUNICATION 383

FS	671	The Magic of Communication	
	759	Samuel F. Morse	
	789	Our Post Office	Pri.
	807	Frontiers of Communication	
	808	The Story of Printing	
	809	Verbal Communication	
	810	Non-verbal Communication	
	811	Written Communication	
	812	Electronics Frees Communication from Transportation	

TA	471	Finley Morse and His Telegraph Boys Who Rode the Pony Express
	472	Message from Heart's Content Aleck Bell Calls a Friend
	473	There's Music in the Air Pictures Shot From Guns

CONSERVATION AND POLLUTION 333.7

R/FS	39	Population Statistics	JH
	40	Population Trends	JH
	41	Some Ecological Considerations	JH
	82	Change Is the Name of the Game	JH

EUROPE 914

R/FS	113	Agriculture in the Soviet Union	Int.-JH
	114	Soviet Union: Schooling and Recreation	"
	115	Soviet Union: Science and Industry	"
	116	Soviet Union: Transportation and Communication	"
	117	Soviet Union: Marketing and Merchandizing	"

FOOD 641 664

FS	325	We Visit a Chicken Farm	Pri.-Int.
	326	We Visit a Dairy	"

S/FS	323	Workers Who Provide Food

GUIDANCE AND BEHAVIOR, 150.19

FS	502	Billy the Bully
	503	Freddy Forgot
	504	Sarah is Shy
	505	All of Us Together
	506	Different May Be Nice
	507	The Red and Blue Top
	508	Greedy Grace
	509	Andy Walks the Dog
	510	Penny and Mary
	516	Growing up to be a Good Citizen
	517	A Good Citizen in School
	518	A Newcomer Comes to Town
	519	Be a Danger Fighter
	520	When to be a Leader; When to be a Follower
	521	Recognizing Individual Differences

R/FS	10	Respect for Property	
	11	Consideration for Others	
	12	Acceptence of Differences	
	13	Recognition of Responsibilities	
	57	Who Am I?	Int.
	58	Why Do My Feelings Change?	"
	59	What Can I Do About It?	"
	60	How Can I Improve Myself?	"
	61	What About Other People?	"
	62	Where Do We Go From Here?	"
	63	Why We Need Good Manners	"
	64	Good Manners at School	Int.-JH
	65	Good Manners at Home	"
	66	Good Manners at Play	"
	67	Good Manners on the Street and In Public Conveyances	"

	68	Good Manners for Social Occasions	Int.-JH
	69	Good Table Manners	"
	70	Good Manners in Friendship	"
	90	Learning to be Your Best Self	Pri.-Int.
	91	Learning About Listening	"
	92	Learning What Giving Is All About	"
	93	Learning to be Responsible	"
	94	Learning to Trust People	"
	95	Learning to Keep a Promise	"
	96	Learning About Patience	"
	97	Learning to Face Up to Mistakes	"
	98	Respect for Property	"
	99	Consideration for Others	"
	100	Acceptance of Differences	"
	101	Recognition Of Responsibilities	"
	161	I Am A Person	
	165	I Took a Look At Me	
	166	I Am Like Everyone Else	
	167	I Am Different From Everyone Else	
	168	I Have a Name	
	169	I Have a Family	
	170	I Have Feelings Like Yours	
	171	Feelings When Learning Is Hard	
	172	Feelings When Learning Is Easy	
	173	Feelings of a Mischief Maker	
	174	Family, Friends, and Make-Believe	
	175	Teachers Have Feelings Too	
	217	Giants Are Very Brave People	
	218	Boy, Was I Mad	
	219	Maxie	
	220A	The Blah	
	220B	Did You Ever!	
S/FS	30	Citizenship	
	31	Responsibility	
	28	Politeness	
	29	Kindness	
	26	Telling the Truth	
	315	Decisions	
	316	Ethnics	
	317	Values	
	318	Interpretations and Impressions	

REC 84 Teaching Children Good Manners and Behavior Through Unfinished Stories
85 Teaching Children Values Through Unfinished Stories
89 When Others Are Doing Wrong; Tim Catches Cold; Responsibility at Home; Making and Keeping Friends; Stealing
90 Cheating in School; Rules of Safety; A Lost Friend Can't Be Replaced; Living With Broghers and Sisters
91 Cheating; Breaking Family Rules; The New Girl; Is It Ever Right to Steal?
92 Lost Charlie; Connie Baby-sits; The New Boy; On Your Honor; The Borrowed Bike
93 Sally's Room; Family Rules; William Comes Home to Dinner; Making the Best of What You Have

TA 160 Billy's Ball Game - Honesty
161 Tom and Tim; Susan Said - Truthful
162 Playground Pals; Mowing the Playground - Taking Turns
163 Our Bus Trip; The Zoo - Respect for Others
164 Peter the Clown; The Blackest Crow - Quarreling
165 Mr. Lum, the Lawyer; The Big Speech - Respect for Rules
166 Billy the Bully; Sue's Long Hair - Teasing
167 State Police Officers; Fire Fighters
402 Reading, Writing, Math and the Future
403 What is Citizenship? How Can I Prepare For It?
404 What It Means to be a Friend
405 Family and Buddies; What is My Responsibility?
406 Children's Stories About Negro Historical Figures

HEALTH EDUCATION 371.7 613.07

FS 18 The Story of Dr. Lister Pri.
311 A Visit to the Doctor "
312 A Visit to the Dentist "

R/FS 177 Behind Your Physician's Prescription

LEGISLATIVE BODIES 328.3

S/FS	144	Our Basic Need for Laws	Pri.
	145	How We Make Our Laws	"

MATHEMATICS 510

S/FS	126-127	The Nature of Money; Services of a Bank
	128-129	The Checking Account; Travels of a Check
	130-131	Reconciling Your Bank; Federal Reserve

OCCUPATIONS 331.7 371.42

FS	799	The Fireman
	800	City Helpers
	801	The Baker
	802	The Milkman
	803	Airplanes At Work
	804	Buses At Work
	805	Passenger Trains At Work
	806	Harbor Buses At Work

R/FS	212	Let's Go to a Police Station
	213	Let's Go to a School
	214	Let's Go to a Post Office
	215	Let's Go to a Library
	216	Let's Go to a Bank
	196	Hospital Workers

S/FS	235	Careers in Oceanography
	295	The Ocean is Jobs for People
	313	Off We Go to a Bike Factory
	314	Off We Go to a House Built in a Hurry
	319	Workers and Their Work
	320	Workers Who Move Things
	321	Workers Who Make Things
	322	Workers Who Sell

323	Workers Who Provide Food	
324	Workers Who Fix Things	
325	Workers Who Provide Services	
326	Workers In Professions	

TA 568 The Policeman and His Work

OCEAN 551.4

FS 295 The Ocean is Jobs for People

S/FS 235 Careers in Oceanography Int.-JH

SCIENCE 500

R/FS 19 How Radio and Rader Work Int.-JH

SOCIAL STUDIES 300

FS	110	The People In Our Community	Pri.
	111	Working In Our Community	"
	112	Knowing Our Community - Long Ago and Today	"
	237	Thinking for Yourself	Int.
	238	More Than One Friend	"
	239	Trying New Things	"
	240	Leaders and Followers	"
	241	Promises Are Made to Keep	"
	242	Enjoying Today	"
	441	The City	
	442	Homes in the City	
	443	Carol's Apartment House	
	444	The City Playground	
	445	The City Park	
	446	City Transportation	

	447	The Bakery	
	448	How the City Is Fed	
	449	Factory Workers	
	450	Office Workers	
	451	Stores in the City	
	452	Carrying Freight	
	453	The Utility Worker	
	526	What is a President?	
	527	What is a Mayor?	
	528	What is a Governor?	
	529	What is a Congressman?	
	744	Electricity for the Community	Int.
	745	Telephones for the Community	"
	746	Gas for the Community	"
	747	Water for the Community	"
	748	Waste Disposal for the Community	"
	749	Public Transportation for the Community	"
	799	The Fireman	
	800	City Helpers	
	801	The Baker	
	802	The Milkman	
	803	Airplanes at Work - Transportation	
	804	Buses At Work	
	805	Passenger Trains At Work	
	806	Harbor Boats at Work	
R/FS	10	Respect for Property	Pri.-Int.
	11	Consideration of Others	"
	12	Acceptance of Differences	"
	13	Recognition of Responsibilities	"
	196	Hospital Workers	Pri.
	198	90 Million Raindrops (Postal Service)	
	212	Let's Go To a Police Station	
	213	Let's Go To a School	
	214	Let's Go To a Post Office	
	215	Let's Go To a Library	
	216	Let's Go To a Bank	
S/FS	291	We Are the Economy	
	292	Financing a Community	
	293	What We Buy and Sell	
	294	The Economy of the Community	
	295	What Is An Economy?	
	296	What Is Money?	

319 Workers and Their Work
320 Workers Who Move Things
321 Workers Who Make Things
322 Workers Who Sell
323 Workers Who Provide Food
324 Workers Who Fix Things
325 Workers Who Provide Services
326 Workers in Professions

REC 84 Teaching Children Good Manners and Behavior Through Unfinished Stories
85 Teaching Children Values Through Unfinished Stories
89 When Others Are Doing Wrong; Tim Catches Cold; Responsibility at Home; Making and Keeping Friends; Stealing
90 Cheating in School; Rules of Safety; A Lost Friend Can't Be Replaced
91 Cheating; Breaking Family Rules; The New Girl; Is it Ever Right to Steal?
92 Lost Charlie; Connie Baby-sits; The New Boy; On Your Honor; The Borrowed Bike
93 Sally's Room; Family Rules; William Comes Home To Dinner; Making the Best of What you Have

TRANSPORTATION 385-388

FS 668 Transportation by Land JH
669 Transportation on Water
670 Transportation by Air
749 Public Transportation for the Community

SL 51-70 Airport Workers

UNITED STATES 973 917.3

FS 181 Alaska - People and Industries Int.-JH
186 Resources and Manufacturing (South)
187 Agriculture (South)
201 The Craftsmen of Colonial Virginia
203 Plantation Life in Colonial Virginia
204 Planter Statesmen in Colonial Virginia
205 Colonial Sports and Amusements
208 Alaska - People and Industries
212 Hawaiian Islands - People, Industries, and Education
631 Unfree Laborers (Slavery in America)

WEATHER 551.9

FS 602 A Visit to the Weather Station 3-4
603 Weather Maps and Weather Forecasting 3-4

S/FS 38 Forecasting Weather 4-8

Audubon Nature Bulletins - Set II
14 Forecasting the Weather

WISCONSIN 917.75

FS 144 America's Dairyland
148 Wisconsin Cities and Industry
149 Paper Makes Wisconsin Great

S/FS 237 Romance of the Lumberjacks

P 5 The Days of Lumbering (State Historical Society)

JEFFERSON EDUCATIONAL MATERIALS

ANIMALS - 599

FS-2397	Mrs. Cackles becomes a good citizen
R/FS-63	The little mailman of Bayberry Lane

AUSTRALIA - 919.4

FS-977	Other important cities
FS-981	Livestock
FS-982	Agriculture

BIOGRAPHY - 921

FS-435	Abraham Lincoln
FS-157	Alexander Hamilton-Nationmaker
FS-182	President Washington
FS-411	Florence Nightingale (Professional nursing)
FS-956	Leif Erickson
FS-1077	Story of Father Marquette
FS-1086	Story of Dr. Lister
FS-2238	The Wright Brothers
FS-2239	George Washington Carver
FS-2277	Lincoln
FS-2278	Jackson
FS-2279	Jefferson
FS-2280	Washington
FS-2281	Benjamin Franklin
FS-2282	Eli Whitney
FS-2283	Robert Fulton
FS-2284	Samuel F. Morse
FS-2285	Ponce DeLeon in the new world
FS-2286	Capt. Columbus New World Adventurer
FS-2287	On board half moon with Henry Hudson
FS-2288	The man who discovered the Grank Canyon
FS-2289	Discovers of the Great Lakes, Frenchmen in America
FS-2290	Men who explored Great American Rivers
FS-2291	Thomas Alva Edison
FS-2292	Jane Addams
FS-2293	Theodore Roosevelt
FS-2294	Alexander G. Bell
R/FS-232	John Smith
R/FS-233	Daniel Boone
R/FS-234	Jed Smith
R/FS-235	Father Junipere Serra
R/FS-236	William Beebe
R/FS-237	John Glen
R/FS-306	The life of George Washington
R/FS-307	The life of Abraham Lincoln
R/FS-199	John F. Kennedy
R/FS-200	The Rev. Dr. Martin L. King

R - 13	Hiawatha Part 1 and 2
R - 144	John F. Kennedy
TA- 159	Betsy Ross: story of the flag
TA- 160	David Crockett at the Alamo
TA- 215	Betsy Ross
TA- 216	Helen Keller
TA- 217	Amelia Earhart
TA- 218	Florence Nightingale
TA- 219	Elizabeth Blackwell
TA- 220	Juliette Low
TA- 221	Clara Barton
TA- 222	Madame Curie
TA- 164	Lincoln - Man of the people
TA- 166	Thomas Jefferson - Man of freedom
TA- 168	Thomas Edison lights the world
TA- 173	Robert E. Lee - A southern leader
P - 59	George Washington - Abraham Lincoln

BIOLOGY - 590

FS-494	Living things need each other
TR-73g	The ant colony
TR-73h	The beehive

BIRDS - 598.2

FS-726	Birds and our community
FS-2422	Our poultry farm

COMMUNICATIONS - 383

FS-2363	Messages travel and are recorded

COMMUNITY HELPERS

FS- 1	Policemen at work
FS- 15	Fire Department
FS- 93	The P.T.A. at work
FS-235	The museum serves the community
FS-263	Workers for health
FS-268	Firemen at work
FS-285	Play and recreation
FS-288	Larry helps the police
FS-302	Our homes and communities
FS-357	Community life
FS-359	Post office workers
FS-549	Helping mother
FS-550	School courtesy
FS-551	Our job in school
FS-552	Our post office
FS-553	Our public library

FS-2440	Firemen at work
FS-2241	Utility workers on the job
FS-2242	Policemen at work
FS-2243	Postmen at work
FS-2244	The firemen
FS-2245	The policeman
FS-2246	The postmen
FS-2247	The utility worker
T/FS-165	School workers
T/FS-166	Library workers
T/FS-167	Supermarket workers
T/FS-168	Doctor's office workers
T/FS-169	Department store workers
T/FS-170	Hospital workers
T/FS-171	Fire department workers
T/FS-172	Television workers
P - 6	Postal helpers
P - 13	Hospital helpers
P - 14	Supermarket helpers
P - 21	Police department helpers
P - 22	Fire department helpers
P -- 23	Dairy helpers

CONSERVATION AND ECOLOGY (CONT.)

FS-2262	A construction site
T/FS-67	The cloudmaker
TR- 482	Forest fire

DINOSAURS

FS-1038	Discovering Fossils

EUROPE - 901.9

FS-970	Art, architecture and religion - Russia
FS-971	Education and recreation, Russia
FS-972	Natural resources and industries - Russia
FS-973	The people and consumer goods - Russia
FS-974	Transportation and communication - Russia
FS-996	Industries of Norway

FOOD - 641

FS- 69	Preserved food
FS-817	The mild we drink
FS-902	Truck farming
FS-903	Cattle Raising

FS-904	Corn for all
FS-906	The American farmer
FS-907	Fruit farming
FS-908	Dariy farming
FS-909	Wheat for bread

GEOGRAPHY - 910

FS-848	The Southern New England region: New industries
FS-849	The dairy and forest region
FS-948	Great Lakes area: Men, minerals, and machines.
FS-949	Great Plains: from green to cold
FS-950	Rocky Mountain Area: Backbone of the Nation
FS-951	The Southwest Land of Promise
FS-953	Central farming region: food for the nation
FS-954	Middle Atlantic Seaboard region: Great cities

GEOLOGY

R/FS-146	Collecting and interpreting fossils
R/FS-277	Obtaining ocean bottom data
TA - 314	Minerals around us

GOVERNMENT - 320

FS- 38	The Department of State
FS- 267	The Congress of the United States
FS- 286	Americans all
FS- 310	Duties of a juror
FS- 346	Parlimentary Procedure for beginners Part II
FS- 361	Constitution of the U.S.
FS- 364	Parlimentary Procedure for beginners Part I
FS- 375	Constitution of the U.S. (Questions and answers)
FS- 382	The Declaration of Independence
FS- 388	Constitution of the U.S. (Amendments to the constitution
FS- 389	How are laws made?
FS- 391	Constitution of the U.S. (The Cabinet)
FS- 392	Constitution of the U.S. (Independent Administrative)
FS- 394	Constitution of the U.S. (The Legislative Branch)
FS- 396	Constitution of the U.S. (Executive Dept. of the Pres.)
FS- 400	The Constitution of the U.S.
FS- 405	Constitution of the U.S. (Congress and it's Power)
FS- 406	The Constitution of the U.S. (Judicial Dept. and system of Checks and Balances)
FS- 451	Symbols of America
FS- 452	Our National Capitals
FS- 721	The duties and powers of the governor
FS-2116	The Presidency
FS-2117	Political Parties
FS-2118	The Congress
FS-2119	The Federal Judiciary

TR - 379	Legislative branch
TR - 380	Judicial branch
TR - 416	Branches of the Federal Government

HANDICRAFT - 745.5

FS- 112	Household handicrafts
FS-1129	How to make Christmas dolls

HEALTH - 612

FS- 720	Working and playing together
R/FS-266	I'll choose the high road
T/FS- 78	Faces

HISTORY

FS- 372	Age of feudalism
FS- 404	Ancient Rome
FS- 789	The birthplaces of civilization
FS- 790	The rise of civilization in Egypt
FS- 791	The rise of civilization in India
FS- 792	The rise of Chinese civilization
FS-2207	Feudalism
FS-2208	The Medieval church
FS-2209	The new stone age
FS-2210	The Helenistic Greeks
FS-2211	The Helenic Greeks
FS-2212	The Old Stone Age
FS-2213	The River Cultures of Egypt
FS-2214	The Roman Empire
FS-2215	Medieval towns & cities
FS-2216	The River cultures of Mesopotamia
FS-2217	The Roman Republic
FS-2218	The migration of medieval people
R/FS-141	The Greeks and their gifts
R/FS-142	Ancient Rome
R/FS-143	Rome then and now
R/FS-144	Heritage of Ancient Rome
T/FS- 96	Upper Canadian Village
T/FS-233	Life and Times in Ancient Greece
TA - 234	Life and Times in the Middle Ages
TA - 235	Life and Times in Byzantine Empire
TA - 236	Life and Times in Renaissance
TA - 237	Life and Times in Mesopotamia
TA - 238	Life and Times in Ancient Egypt
TA - 239	Life and Times in Anceint Rome
TA - 240	Life and Times in Arab World
TA - 165	The Voyage of Christopher Columbus

P - 7	The living Constitution of U.S. (Part 1 and 2)
[illegible] - 8	Poems of my country (Part 1 and 2)
[illegible] - 76a	Early explorations
TR - 124	Mediterranean World 550 - 500 B.C.
TR - 125	Empires of the Near East
TR - 126	Cradles of world civilization
TR - 127	Alexanders empire 323 B.C.
TR - 128	Migrations of the peoples in the 5th Century
TR - 129	Expansion of Islam
TR - 130	Industry and Commerce in Medieval Europe
TR - 131	Age of discovery and trade expansion
TR - 422	Dutch and English explorations
TR - 423	Spanish explorations
TR - 424	Early explorations
TR - 425	French explorations
P - 43	Early Civilization 2c.
P - 44	The middle ages 2c.
P - 48	Great explorers

HOLIDAYS - 394.2

T/FS-25	Labor day

INDUSTRIES - 600

FS- 16	Apple industry
FS- 84	How are we clothed?
FS-116	Machines for a land of plenty
FS-125	Lumber raft trip in 1887
FS-139	Story of modern coffee
FS-156	Farms
FS-215	Evolution and harvesting
FS-882	Lumbering
FS-884	Agriculture
FS-905	Machines on the farm

INDIANS - 970.1

FS- 416	Indians of the Northwestern woodlands
FS- 417	The Indian Boy and Girl
FS- 419	The Early American Indian
FS- 420	Indians of North Pacific
FS- 421	Indians of the Southwest Part I and II
FS- 422	Indians of the Southeastern woodlands
FS- 423	After the white man came
FS- 739	Indians of the Northeastern woodlands
FS- 880	The American Indian
FS-1046	Our Indian Neighbors today
FS-1072	Where do the Indians live?

FS-1079	Learning about Indian costumes
FS-1080	Learning about Indian homes
FS-1088	The summer came to the Northland
FS- 694	The Inca Empire
FS- 697	The Mata of Yuctan
T/FS-160	The First Americans
T/FS-161	The Eastern Woodlands
T/FS-162	The Plains
T/FS-163	West of the shining mountains
T/FS-164	Indians today
R - 111	Music of Modern Indians Indian Lodge: Love song
R - 112	Music of American Indians Sunrise Call: Dance song
R - 113	Music of Modern Indians Butterfly dance
R - 114	Music of Modern Indians Shawnee Indian Hunting dance
TR - 59a	Indians of the U.S.
TR - 59b	Indians: Clothing
TR - 59c	Indians: Shelter
TR - 185	Indians: Clothing
TR - 186	Indians: Shelter
P - 55	Indian Life
P - 126	Indians of North America - Northeast
P - 127	Indians of North America - Southeast
P - 128	Indians of North America - Plains
P - 129	Indians of North America - Northwest
P - 130	Indians of North America - Southwest - culture
P - 131	Indians of North America - Southwest - today
P - 135	Indians of Yesterday

ISLANDS

FS-445	Puerto Rico - The people and industries
FS-450	Puerto Rico - Chief cities
FS-700	Economic development

SAFETY - 614.8

TR-248	Obey your friend the patrolman

SCIENCE - 500

R/FS-290	Exploring a deep frontier
TA- 230	Television and how it works
TA- 232	Computers and what they do
TA- 332	Let's find out about our neighbors on the farm
SS- 7	What is weather?

SOCIAL STUDIES

FS- 21	Why do people work?

FS-158	How to organize a field trip
FS-282	Cooperative living
FS-480	A family shopping trip
FS-939	Life in a large city
FS-941	Life on a large ranch
FS-942	Life in a small town
FS-943	Life on a small farm
R/FS-119	Getting along with your family
R/FS-120	Chuck learns to share
R/FS-121	Learning how to be liked
R/FS-122	Learning to make friends
T/FS- 82	I have feelings like yours
T/FS- 83	Feelings when learning is hard
T/FS- 84	Feelings when learning is easy
T/FS- 85	Feelings of a mischief-maker
T/FS- 86	Family friends and make believe
T/FS- 87	Teachers have feelings too
T/FS- 88	My Dad the computer programmer
T/FS- 89	My Dad the photographer
T/FS- 90	My Dad the auto mechanic
T/FS- 91	My Dad the factory worker
T/FS- 92	My Dad the veterenarian
T/FS- 93	My Dad the construction foreman
T/FS- 155	Harvesters of the Golden Grain
T/FS- 156	Cowboys
T/FS- 157	Coal miner's of Applachia
T/FS- 158	Settlers' on Alaska's Frontier
T/FS- 159	The family farm
R - 83	Values
P - 16	School friends and helpers
P - 78	Moving Goods for people in the city
LF- 1	The price is right: Supply and demand
LF- 2	The quarter comes back: Circulation of money
LF- 3	Input and output: Producing a product
LF- 4	Pioneer kitchen: Baking bread and churning butter
LF- 5	Pioneer crafts: Flax into thread
LF- 6	Pioneer crafts: Weaving
LF- 7	Chain of experts: Division of labor
LF- 8	Push a button: Automation, labor-saving
LF- 9	The beginnings of industry: Pioneer crafts; wool into yarn
LF- 10	The money pool: Investment, financing

SPACE - 629.2

FS-985	Pioneers of space
FS-986	Stations on the moon
FS-987	Atoms in space
FS-988	Aviation in the space age
FS-989	Exploration of space
FS-990	The conquest of space
FS-991	Destination in space

FS-992	Hazards in space travel
FS-993	Man travels in space
FS-1053	Getting ready for a space trip
FS-1054	What are satellites?
FS-1055	What are space stations?
FS-1057	Rockets into space
FS-1081	How gravity works
FS-1082	How an astronaut lives in space
FS-1083	How rockets work
FS-1084	How space science helps us
FS-2060	Leaving the world
FS-2061	Current events in space
FS-2062	Man in space
FS-2063	Space travel A.D. 2000

STORIES - 398.2

R - 173	The animals of Farmer Jones

TRANSPORTATION - 385

FS- 3	Wheels, animals and men
FS- 8	Airplanes at work
FS- 14	Railroads and relaxation
FS- 65	Trains
FS- 88	Railroads and the food we eat
FS- 89	Engines, rails, and the roads
FS-229	Railroads and the clothes we wear
FS-230	The growth of a harbor
FS-240	Great Lake shipping (Mostly Milwaukee harbor)
FS-251	Railroads and the homes we live in
FS-262	Conquering the airways
FS-272	Away to go
FS-281	Transportation
FS-290	Tommy takes a train trip
FS-291	Steam and soil and muscle
FS-313	Trade in the Free World
FS-321	The story of the boxcar
FS-328	Railroads and communications
FS-336	Transportation
FS-339	St. Lawrence Seaway Part I
FS-340	St. Lawrence Seaway Part II
FS-652	Airplanes
FS-653	The passenger trains
FS-654	The freight train
FS-655	Buses
FS-656	Trucks
FS-2037	Transportation by water
FS-2295	Transportation in the U.S.A.
FS-2296	Air transportation
FS-2297	The story of trains
FS-2298	Water transportation
FS-2299	Land transportation
FS-2367	Machines help us travel

R/FS-123	Choo choo the little switch engine
R/FS-124	Our auto trip
TR - 414	Transportation

UNITED STATES

FS-623	Resources and manufacturing industries
FS-624	Agriculture
FS-779	A farm view of the United States
P - 54	Story of American transportation

WEATHER - 551.5

FS-2365	Weather maps and weather forecasting
FS-2369	A visit to a weather station
T/FS-59	Forecasting your weather
TR- 421	Predicting the weather

WISCONSIN

FS-2322	Paper makes Wisconsin great
TR - 134	Pipelines serve Wisconsin
TR - 135	Highways, air routes, railroads

WAUPUN MIDDLE SCHOOL

CAREER EDUCATION

We have crossed the bay--

The ocean lies before us!

EIGHTH GRADE

COMBINED STUDIES

Concept (1): An understanding and acceptance of self is important throughout life.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. recognize the need for continuous self appraisal in a diversified society.	1. Discuss and explain results of achievement tests.	1. Guidance Counselors	1. Introspection
2. recognize responsibility for self direction.	2. Evaluate own manners (Given a variety of situation, students should be able to demonstrate acceptable. behavior)	2. Individual Experiences	2. Quality of written work.
3. review personal attributes necessary to obtain and maintain a job.	3. Individual responsibility for direction to goal.	3. Community people as resources.	3. Students evaluate themselves according to their own qualitie in personality.
	4. Understand relationship of present action to future goal.	4. Students daily assignments.	4. Observe student evaluation of self and work.
	5. Community people speak to class about their requirements for hiring people.		
	6. Reports "How I use my leisure time."		
	7. Write "If someone were talking about me, what would they be saying?"		
	8. Class discussion on "Changes in teenage emotions and outlooks."		
	9. Write paragraph "Changing conditions mean a changing you ."		

Concept (2): Persons need to be recognized as having dignity and worth. (con.)

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
	9. Groups a) 5-6 students in a group. Each student is to write something good about each of the other students. When this is finished, each student is to be a focus person with the others handing him their slips of paper and telling him what is on the slip of paper. b) 5-6 students in a group. Each student is to write on a slip of paper a topic they like to talk about. Each student is then a focus person being an expert in his topic. The others are to only ask questions of this focus student. When the focus student feels his topic is covered, he then passes to the next student.		
	10. Film "Pack Your Own Chute" (Moraine Park Technical Institute)		

Concept (2): Persons need to be recognized as having dignity and worth.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. establish positive regards towards oneself.	1. Community people to speak to class about their lives and how work affects their lives.	1. SRA Work Kit.	1. Observe individuals attitudes in class activities.
2. appreciate that people bring dignity and worth to their jobs.	2. Discuss relationship of work to life-attitudes and values; i.e.; characticistics of various workers.	2. Community people as resources.	2. Quality of written work.
3. respect for each individual's differences yet recognize nonacceptable behavior within peer group.	3. Write a list of desirable traits needs in life (specifically in the work world.)	3. City newspapers (Leader News, Fond du Lac Reporter, and Milwaukee Sentinel)	3. Enthusiasm of participation.
	4. Check want ads and newspaper. Ads with regard to saleable skills necessary and select characteristics important to individuals.	4. Pay check	
	5. How is pay arrived at, Who gets most money and why. (Analyze a pay check.)		
	6. Cooperation Squares Game		
	7. Whir Arounds a) Each member in class today is to say something good about Mike. b) Give a compliment to the person across from you.		
	8. Open-ended sentences. a) I feel good today because: b) Happines is: c) I like math because: d) I hate math because:		

Concept (3): Occupations exist for a purpose.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. develop an understanding of the basic concepts of production, distribution, and consumption as they relate to jobs in the economic structure.	1. Simulation game - "Economy"	1. Library, Career Booklets	1. Teacher observation.
2. understand that, in general, people's self concepts can be enhanced in a variety or work roles.	2. Theme: What do you consider happiness in a job?	2. Simulation game, "Economy"	2. Quality of written work.
3. understand that one's individual needs change as they progress through life.	3. Brief composition on: a) one special skill I have, b) How do I get along with others, c) New experiences I have had at the Middle School.		
4. understand that one's mental and physical health are affected by his career choice.	4. Film - "Everyday Economic Terms" Bave 6211		
5. understand that occupations develop to fulfill social needs.			
6. appreciate the contributions of occupations to the advancement of society.			

Concept (4): There is a wide variety of occupations which may be classified in several ways.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. understand that people at work produce goods and/or services.	1. Resource people to talk to students, such as beauty, operator, X-ray technician, nurse, orderly.	1. Waupun Memorial Hospital Staff.	1. Students preparation for job a work goals.
2. understand that occupations are people/idea/thing oriented.	2. Identify school courses that relate to work goals.	2. Gody Ferg (Mr. Steak)	2. Teacher evalua tion of quality of students work.
3. understand that within each job family there is a wide range of occupations.	3. Field trips to various industries and places of business.	3. Ken Kern (Prange's)	
	4. Discuss variety of occupations that relate to course offerings.	4. Bill Harvat (Huttio Construction)	
	5. Write occupational brief on parents or neighbors occupations, (include training, future, salary, etc.)	5. Mr. Rohr. (Penney's)	
	6. Orally identify occupations of parent or relative, whether it is a "service or production".	6. Don Dykstry (Waupun State Bank)	
	7. Have a few students observe different jobs of their interest and report orally to the class on their observation.	7. SRA Work Kit.	
		8. Community and surrounding area personnel.	
	8. Have students do typed interviews of different jobs of their interest and report orally to the class.	9. Finding Your Job Units 1-6 by Finley Company	
	9. Career Day with emphasis on a wide variety of occupations and what employers are looking for in employees.	10. Finding Your Job Workbook by Finley Company	

Concept (4): There is a wide variety of occupations which may be classified in several ways. (con.)

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
		11. Help Yourself to a Job—Parts I, II, III by Finney Company	
		12. Math For Today and Tomorrow—A Modern Approach to Consumer Math by Day A. Mach & Allan Larson J. Weston Walch Pub.	
		13. Filmstrips—Foundations for Occupational Planing (Series of 5)	
		14. Career Games Laboratory by Educational Progress Corp.	
		15. "The Career Education Workshop" March 1975, Parker Pub. Co., Inc.	

Concept (5): Work means different things to different people.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. develop an understanding that personal and social needs may be met through work.	1. Discuss their work experiences (rewards and limitations)	1. Library, occupation literature	1. Observation of student reactions and questions.
2. develop the awareness that work experiences are valuable.	2. Cite experiences which would be an indication as to whether one would prefer working with data, people, or things.	2. Library, resource people, counselors, local businesses, etc.	2. Quality of discussion.
3. understand that a person's life style will be affected by his career choice.	3. Investigate projects that lead to careers, such as 4-H, Home Ec., FFA, etc.	3. General occupational literature and Bureau of Labor Statistics.	3. Quality of writte presentation.
4. understand that people work for different rewards such as monetary, personal satisfaction or recognition.	4. Explore extra - cirricular activities in school that would be of interest. Discuss the value of extending them into the working world.	4. Library, general occupattional literature and Bureau of Labor Statistics.	4. Quality of Graph.
	5. Define life style.		5. Observation and discussion of film.
	6. Chart the life style for different occupations.		6. Observation and discussion with resou person.
	7. List likes and match with occupations.		7. Teacher observati on quality of work.
	8. Bring in a number of resent graduates to talk about their work experiences.		
	9. Graph the salary range of your chosen career over a period of the last ten years.		
	10. Film "Your Earning Power" 11 min. (Coronet Instructional Films)		

Concept (5): Work means different things to different people. (con.)

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
	11. Form a company and produce a product.		

Concept (6): Education and work are interrelated.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. understanding of the necessity for obtaining employability skills.	1. Use of resource people as counselors, teacher, nurse, librarian, speech therapist, social worker, parents, industrial personnel, workers speaking to students about jobs, necessary skills and education.	1. SRA Work Kit	1. Counselor appraisal of student involvement in extra curricular activitie such as student counc newspaper, clubs, ch band, sports, tutori etc.
2. understand success and upward mobility in many occupations requires continuous learning.	2. Select and report on a learning institution within the state of Wisconsin (re) location, type, cost, specific areas of strengths.	2. Resource people.	2. Counselor appraisal of student involvement in commu volunteer groups.
3. realize the value of general education as a necessary foundation for future specialized training.	3. Interviews of school graduates familiar with certain institutions or industrial plants.	3. Library and counselor resources on career opportunities.	3. Teacher evaluati of student participa and quality of work classroom.
4. understand that entry into an occupation depends upon one's training/educational background.	4. Use want ads and write background required for job.		
5. understand that an increasing number of occupations require additional training and/or education for initial entry and/or promotion.	5. Discuss the term "institutions"		
6. understand that some occupations/careers are influenced by licensing requirements which dictate education/training needs.	6. Bring in plumber, barber, dentist, carpenter, etc.		

(continued on next page)

Concept (6): continued

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
7. recognize that conditions created by organized groups and institutions affect the world of work. (1) Supply and Demand. (2) Physical facilities (3) Federal, state and local legislation.			
8. recognize that conditions in the work world affect groups and institutions.			

Concept (7): Individuals differ in their interests, abilities, attitudes and values.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. understand why each individual is unique.	1. Analyze individual abilities and interests and use these insights to investigate appropriate occupations.	1. filmstrips - ISC	1. Quality of discussions.
2. understand the impact of other person's feeling and values and its relationship to one's own.	2. Express individual values of other cultures, compare.	2. picture from magazines.	2. Quality of bulle boards.
	3. Have a class discussion of important values in various cultures.		
	4. Students make bulletin boards depicting feelings regarding riots, accidents, happiness, etc.		
	5. View film "What About Prejudices" and discuss.		
	6. Study the role that each minority group has in our society. Analyze the prejudices against each group.		
	7. Students make bulletin boards depicting feelings and emotions which will affect their behavior toward others.		
	8. View filmstrips on values.		

Concept (8): Occupational supply and demand has an impact on career planning.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. demonstrate a knowledge of employment trends.	1. Wisconsin State Employment employer.	1. Counselor, representative from employment agency,	1. Quality of verbalization and construction of graph.
2. understand those factors which stimulate or retard job opportunities: 1. Government, 2. Seasonal work. 3. Economic cycles, and 4. Changing sex roles.	2. Cartoons about job opportunities.	2. Resource person.	2. Observation of project.
3. understand that the Supply of workers as a product of training and preparation and Demand which is a product of need.	3. Graph over a 50-year period trends in employment of a specific occupation.	3. Library, periodicals, newspapers.	3. Quality of report.
	4. Invite a resource person from employment agency to explain employment regulations.	4. Library, periodicals, Readers Guide Employment Agencies.	4. List and discuss recent legislation affecting the labor market.
	5. Study recent legislation that affects the labor market.	5. Cirriculum specialists.	5. Visual understanding of main migratory routes.
	6. Assign an independent study on woman's liberation as it affects the labor market.	6. Filmstrips, "Preparing for the Jobs of the 70's". Guidance Associates.	6. Orally or in written form explaining result of interview.
	7. Develop a map showing the main routes of migratory.		7. Demonstrate how trends and development of new products and service affect the job market.

(continued on next page)

Concept (8): continued

OBJECTIVES	LEARNING ACTIVITY	RESOURVES	EVALUATION
	8. Interview cirriculum specialists at various training institutions as to how they determine the number of peopld to accept in various programs to meet the demands of society.		8. Understand how needs create demand.
	9. Read recent articles relative to employment trends.		

Concept (9): Job specialization creates interdependency.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. recognize the relationships between technological changes and job specialization.	1. Follow progress of a selected occupation as it came into being, stabilized and became obsolete.	1. Filmstrip, "Trouble at Work", "Mass Production of the 70's" film.	1. Quiz on filmstrips.
2. understand that a certain job may be performed in a variety of settings.	2. Survey new jobs available because of ecology and pollution.	2. Resource people as teachers, personnel men.	2. Teach/Counselor Evaluation of role playing situtations.
3. recognize that business, industrial, or institutional organizations are comprised of workers, who perform tasks which are interrelated.	3. Role play to show cooperation necessary between workers, such as hospital emergency.	3. Local Union representative.	3. Discussion of student evaluation.
4. understand the need for cooperation between workers as well as between employer and employee.	4. Listen to guest speakers from management and labor union.	4. Tapes:: 2103, "Introducing the World of Work"; 2104 "Outdoor Interest Occupations"; 2105 "Mechanical"; 2106 "Computational"; 2107 "Scientific"; 2108 "Persuasive"; 2109 "Artistic"; 2110 "Clerical"; 2113 "Women in the World of Work."	
	5. Allow students to discuss part-time jobs such as babysitters, stock boy, newspaper route, gas station attendance, etc.	5. Scope Magazine.	

Concept (10): Environment and individual potential interact to influence career development.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. understand that physical and mental factors affect one's career choice.	1. Identify environmental factors that determine kinds of jobs found in our community.	1. SRA briefs, Occupational Outlook Handbook, Encyclopedia of Careers, Film: "Finding Your Life Word.", 20 min. (BAVI) Filmstrip "There's Nobody Just Like You."	1. Awareness of the affect technology h on occupational opportunities and i determining trends.
2. understand that ever changing individual and environmental factors setting separately or together influences one's career development.	2. Write a report on environmental factors that have influenced parents to determine or to change their careers.	2. Community resource people and school staff.	2. Quality of stu written work.
3. understand the influence of one's parents on career planning.	3. Review how technology is affecting our environment. Write report, "What can I do?"	3. Filmstrip, "Discovering the Real Your," Singer SRA booklet, Discovering Yourself, 5-186.	3. Participation i class discussions.
4. aware of the influence of peer association on his career planning.	4. Select a career and write down physical and mental abilities for it.	4. Periodicals. library files, newspapers, etc.	
5. aware of the influence that communities have in their assesment of certain occupations on one's career planning.	5. Interview someone in a particular occupation.	5. Panel participants.	
6. understand that a person's mental and pjysical health are affected by career choice.	6. Study of community jobs.		

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Concept (10): continued

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
7. understand that personality is an important factor in securing and holding a job.	7. Bulletin board display on related occupations in various fields.		
	8. Panel discussion by students and graduates on the influence of parents, peers, and the community on career planning.		

Concept (11): Occupations and life styles are interrelated.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. develop an understanding of one's life style.	1. Research benefits of their fields of interest.	1. SRA Work Kit	1. Rank or rate thei life style.
2. develop an understanding that occupation choice affects an individual's life style.	2. Rank various fields of interest.	2. Contact various people in various professions.	2. Observe quality o discussions.
3. understand that emottional qualities needed for self-fulfillment differ among job families.	3. Observe and discuss occupational choices and the affect.	3. "There's Nobody Just Like You" McGraw-Hill. "The World of Work" Educational Systems for Industry.	3. Grade reports.
4. understand that some individuals are attracted to careers because of observed life styles of certain workers.	4. Discussion of stereotypes of class structure.		
5. recognize that there may be personal desadvantages in accepting certain life styles.	5. Discussion of leisure time, (graphs, charts)		
6. recognize that certain occupations encourage certain social occupations.	6. Have discussions of various types of leisure time activities. Example: sports, hobbies, etc. Have reports on what professions afford leisure time.		
7. recognize that leisure time activities may affect career choice.	7. Make a list of social activities and obligations connected with various occupations. Parents could be interviewed.		
8. understand that some individuals are attracted to careers because of observed life styles of workers.	8. List and classify jobs in relations to mental and physical stress. Use speakers who have jobs in the physical and mental jobs stress areas. Have reports on job stress.		

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Concept (11): continued

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
	9. Students given an occupation and write a papter discussing social expectations.		

Concept (12): Individuals can learn to perform adequately in a variety of occupations.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. understand that there are many occupations which have similar performance patterns.	1. List occupations that have similar performance patterns.	1. DOT - Occupational Outlook Handbook.	1. Teacher observati of research and discussion.
2. recognize one's own abilities and limitations and be able to relate this to present coreer interest.	2. Bulletin board on similar performance patterns of various occupation patterns.	2. Job experience kits.	2. Teacher and stude observation of bullet boars.
3. understand that part-time jobs can be good exploratory experiences if planned properly.	3. Take interest survey.	3. Encyclopedia of Careers.	3. Observe results o interest inventory an discuss results with students. Observe cl discussion.
4. understand that new skills may be developed at anytime during a persons working life.	4. View Filmstrip, "Preparing for Wprld of Work" (Guidance Association)	4. Library - for Diagrams, graphs, etc.	4. Self-evaluation
	5. Resource person discussing various part-time jobs.	5. Widening Occupational Role Kit (SRA)	5. Quality of presen ations.
	6. Group discussion by students on their part-time jobs for themselves.	6. Filmstrip, "Preparing for World of Work" (Guidance Association)	
	7. Research on independent study on frequency of job changes emphasizing the following factors: a) obsolesence, b) technological, c) sociological, d) economical.	7. Students on part-time program.	
	8. Have students make change when the amount of change is known; and when the amount of change is not known.	8. Employers who hire part-time employees.	

(continued on next page)

Concept (12): continued

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
	9. (none)	9. Students themselves and adult leaders of the volunteer programs.	
	10. (none)	10. Reader's Guide, Counselors.	
	11. Have students figure the amount of a grocery list by using advertisements from newspapers.	11. Newspaper advertisements.	
	12. Figure bills on restaurant orders, dairy orders, etc.	12. Menus and order slips from a restaurant.	
	13. Have students figure unit pricing.	13. Price list and order forms from a dairy.	
		14. Grocery Store.	

Concept (13): Career development requires a continuous and sequential series of choices.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. understand the need for careful planning of the high school program in light of tentative career plans.	1. Film	1. "Listen, Listen", Free film from Ford Motor Co. "Planning Your Career" (BAVI) #3025-16 min.	1. Observation
2. understand that careful educational planning may shorten required training time for employment.	2. Research article on past-high school training institutions.	2. Student using library sources and resource people.	2. Report-quality of written or oral presentation.
3. realize that occupational information comes from many sources within and outside the school setting.	3. Role playing as a group. The following activities a) Gather information on careers, b) consider the many alternatives available, c) advantages and disadvantages of alternatives, d) consequences of decision.	3. Library, D)T Occupational Handbook, SRA Pamphlets on job families.	3. Quality of written exercise on "How you make a decision."
4. obtain a knowledge of educational and vocational information resources and how to use them.	4. Play "Life Careers" Game.	4. "Life Careers" game [Western Publishing Co.) High School Course Selection and Your Career (Guidance Association)	
5. gain a knowledge of the components of the decision-making process.	5. Speaker on topic: High School Program.	5. Senior High School Counselor.	
6	6. Have recent high school graduate explain how the lack of planning of their high school program affected their life.	6. Former high school graduates.	

Concept (14): Various groups and institutions influence the nature and structure of work.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. understand the influence exerted upon the nature and structure of work by a) laws, b) labor-management, c) professionsl associations, and d) licensing requirements and society.	1. Students report on purposes of various professional organizations to which parents or friends belong.	1. Parents, teacher, counselor	1. Teacher and counselor evaluations of quality of work and enthusiasm of pupils in discussion periods.
2. understand that conditions created by orgainzed groups and institutions affect the world of work.	2. Guest speaker from Employment Office i.e. federal, state, and local work laws.	2. "Working Together" film - (20th Centruy Fund)	2. Successful performance of game.
3. understand that conditions in the work world affect groups and institutions.	3. Fill out and discuss application blanks for employment.	3. Transparencies of pay checks.	3. Quiz optional
4. understand factors outside the individual affecting employability	4. Have representatives of various professions discuss licensing certification.	4. Professional member of community	4. Accuracy of budget.
	5. Contact industrial employer or personnel man to discuss management.	5. Union and management representative.	
	6. Divide class into three groups: Administrative, Labor, and Mutral fact finders to settle despute re "wage raise" or "fringe benefits."	6. Transparencies for a checking account.	
	7. Take sample pay check and discuss deductions, insurance, medical compensations, gross, and net income. Make a budget accordingly. (Analyze a checking account.)	7. Workbook - Your Money—Going or Growing? by Bernard Schneider. Pub. by Finney Company	
	8. Allow each student to list 10 occupations with requirement for each.		

Concept (14): Various groups and institutions influence the nature and structure of work. (con.)

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
		8. Math for Today and Tomorrow: A Modern Approach to Consumer Math by Kaye A. Mach and Allan Larson J. Weston Walch, Pub.	
	9. Study the different places to borrow money.		
	10. Study buying with cash, credit, or charging your purchases.		
	11. Study the 3 different services mentioned in 10.		
	12. Study life and car insurance.		
	13. Study consumer fraud.		

Concept (15): Individuals are responsible for their career planning.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. understand the relationship between regular attendance, good work habits, good behavior, initiative, perserverence, positive attitude and industriousness tin school and employability.	1. View firlms and filmstrips.	1. "Apptitudes and Iccupations" Coronet Films. "Interest pay off" Popular Science. "Personal Qualities for Job Success" BAVI #2616-11 min.	1. Demonstrate an awareness of his responsibility for career planning and sources of assistance for self-evaluation.
2. awareness of the need for career planning.	2. Individual and/or group counseling as related to self-evaluation.	2. "Charting Your Job Future" SRA.	2. Self-evaluation.
3. awareness of relationship of school courses and work world.	3. Student would do independent study on selected careers.	3. Counselor-teacher and peer groups.	3. Begin to acquaint with available resource
4. understand the importance of assuming personal responsibility for occupational choice.	4. Listening to taped on-the-job interviews.	4. SRA job experience kits.	4. Observation
5. understand that personal decisions (career) are of a developmental nature.	5. Use job experience in various occupations.		

Concept (16): Job characteristics and individuals must be flexible in a changing society.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. recognize that changing job characteristics requires specialized education, preparation, and training.	1. Invite a psychiatrist from a Mental Health Center. Have him speak on the relationship of job satisfaction to good mental health.	1. Personnel from community such as parents, doctors, etc.	1. Teacher evaluati of quality of the stu report and discussio
2. understand the adjustments necessary to maintain employment.	2. Have students report on an interview with a worker (re job characteristics and changes.)	2. Library and AV resources.	2. Student evaluati of project and participation.
3. accept the necessity for the individual to change jobs due to changing structure of work.	3. Research a job to see how it changed in 50 years or if it disappeared as fabrics, printing, etc.	3. Guidance Resource Materials such as cassettes, films, books, kits, etc.	3. Teacher and Couns evaluation of indivi ual's background and knowledge-ability in wise programming (r job families as relat to school curriculum.
4. recognize that there is a line of advancement which requires personal adjustment.	4. Write how a present job may change in 50 years using imagination and present trends such as construction trades.	4. "Preparing for the jobs of the 70's" (Guidance Association)	
5. recognize that there is a relationship between advancement and willingness to accept responsibility.		5. "Getting and Keeping Your Job" (Guidance Association)	
		6. "A Job that Goes Someplace" (Guidance Association)	
		7. "Unlimited Wants - Limited Resources" (Singer)	

Concept (17): Leisure time activities are necessary.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. recognize that leisure eime activities can be helpful to one's work.	1. Have students discuss their leisure time activities.	1. Parents.	1. Observe quality of discussion.
2. understand different kinds of leisure time activities.	2. Have students list as many different kinds of leisure time activities as they can think of and then discuss in class.	2. Students.	2. Quality of written reports.
	3. Have parents como to class and tell what they do with their leisure time.		
	4. Have students display some of their hobbies.		
	5. Have students write a report on their hobbies.		

SEVENTH GRADE
LANGUAGE ARTS

Subject: Language Arts 7

(1) Concept: An understanding and acceptance of self is important throughout life.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURE
General: Recognize the need for continuous self-appraisal in a diversified society.	1.1. Class views a filmstrip.	"Your Personality - The You Others Know" (Guidance Associates)	Evaluate paragraph o "Changing Conditions
Student should...	1.2. Write a paragraph on "Changing Conditions Mean a Changing You".	Kit #97, Studying for Success	
1. understand that he must continually evaluate his personal appearance and its importance in society.	1.3. Have dress-up day at least once a month. Let students discuss how feelings are affected by dress-up day.		
2. recognize responsibility for self-direction and success in a small group situation.	2.1. Work on unipac, contract, unit, or other assigned work.	Unit, contract, unipac, or other work; with specific instructions.	Evaluation by student-team or group i conference with teacher, as to the reasons for student' relative success or lack of success.
3. recognize personal attributes necessary to obtain and maintain a job.	3.1. View TV program "I Can Dream; Can't I?"	Video-taped program (It's About You—A self-awareness series).	Group discussion; complete worksheet.
4. recognize responsibility for self-direction and success when working alone.	4.1. Unit 1 Unipac, Heroes and Heroines (Some assignments are due at specific times).	Adventures for Readers, Book One (taped stories for those unable to read at 7th grade level).	Quizzes; evaluation of written paragraph etc., included in th unipac (individual o group work, as required).
	4.2. Read library books (biography, autobiography, etc)	School library, public library, home, etc. (films and filmstrips of required skills).	Oral and written reports, panel discussions, etc.

Subject: Language Arts 7

(2) Concept: Persons need to be recognized as having dignity and worth.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURE
1. Student should demonstrate a positive self-image.	1.1 After class discussion students write a class list of desirable traits needed in the world of work.	"Can I get a Job? Let's find out." Free publication from General Motors Corp., Detroit, Michigan (comic book approach)	Teacher examines student's independent appraisal of himself and judges how realistically student has evaluated himself
2. Student should be aware that people bring dignity and worth to their job.	2.1 Dramatize workers who do and do not take pride in their work.	Community and the home	Teacher observation and evaluation.
	2.2 Bring in various examples of: 1. Class products that illustrate pride. 2. Class products that show lack of pride. Discuss them.	Illustrative products (If some other types of examples are available, use them also.)	Teacher observation and evaluation.
	2.3 Make a bulletin board or display showing desirable traits, etc.	Magazines and newspapers.	Teacher observation and evaluation.
	2.4 Unit 3 Unipac, Man Himself	Adventures for Readers, Book One (taped stories for those unable to read at 7th grade level).	Quizzes; evaluation of written paragraphs, etc., included in the unipac (individual or group work, as required).

Subject: Language Arts 7

(3) Concept: Occupations exist for a purpose.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURE
Student should...			
1. appreciate that occupations exist to satisfy the needs of society.	1.1. Discussion of Labor Day's significance to us. a. Teacher-student discussion of "job clusters". b. Composition: 1.) Choose a career you think you would like. Write one paragraph, stating a definition for the career and what you like about it. 2.) Choose a career you think you would not like. Write one paragraph stating a definition for this career and what you do not like about it. c. As a class, list the job attributes and desired personality traits on the board for one job of your choice. d. Play the Career game.	King Features Career Awareness Pregram (Popeye-type Comic Book format) and all library books relating to careers.	Collection and grading of paragraphs for writing skills (spelling, punctuation, etc.).
	1.2. Select a career picture and write a paragraph telling the contribution that particular occupation makes to society.	Old magazines from home, library, etc.	Collection and grading of paragraphs and pictures; class discussion

Subject: Language Arts 7

(3) Concept: Occupations exist for a purpose. (con.)

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
	1.2. Role playing game (What's My Line); Students prepare descriptions of occupations in terms of occupations in terms of needs for themselves. Presentation to class or panel who attempt to name them through questioning.	Students' knowledge, community, home, library, etc.	Teacher evaluation of student participation.
2. have an awareness that people work in jobs that satisfy the needs of the other members of the society.	2.1. Unit 2 Unipac, Man and the Natural World	*Adventures for Readers*, Book One (taped stories for those unable to read at 7th grade level).	Teacher-student evaluation of quizzes, paragraphs, artwork, etc., included in the unipac. Individual or group work.

Subject: Language Arts 7

(4) Concept: There is a wide variety of occupations which may be classified in several ways.

OBJECTIVES The Student should. . .	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
1. Understand that occupations are people/idea/thing oriented.	1.1 Unit 8 Unipac, Our Heritage from Greece	Adventures for Readers, Book One (taped stories for those unable to read at 7th grade level).	Teacher-student evalu tion of quizzes, par graphs, art work, extra-credit work, et Individual or group work.
	1.2 Prepare a list of present-day occupations and a list of the ancient nation.	Text listed above; library resources.	Teacher-student evaluation through discussion.
	1.3 Collage bulletin board of present-day occupations, using people/idea/thing categories.	Old newspapers, magazines, etc., in library or at home.	Teacher evaluation of materials and partici pation.

Subject: Language Arts 7

(5) Concept: Work means different things to different people.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURE
The student should...			
1. Understand that a person's life style will be affected by his career choice.	1.1 Unit 4 Unipac, Stories	Adventures for Readers, Book One (taped stories for those unable to read at 7th grade level).	Teacher-student evaluation of quizzes, paragraphs, art work, extra-credit work, etc. Individual or group work.
	1.2 View video-taped program, "Beyond The Now".	Video tape and television. (It's About You - a self-awareness series.)	a. Discussion questions. b. Grade student activity worksheet.
	1.3 Research project: a. Choose a specific occupation associated with the use of water. b. Using magazines, almanacs, library books, encyclopedias, etc., to obtain your facts, compose a one-or two-page report about the occupation, observing the expectations set for you in penmanship, spelling, format, etc.	Library	Teacher evaluation for grade according to formerly discussed expectations.

Subject: Language Arts 7

(6) Concept: Education and work are interrelated.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PRECEDURE
Student should...			
1. understand that entry into an occupation depends upon one's training/educational background.	1.1. Unit 7 Unipac, A Close Look at Four Authors (The Life of a Painter: Vincent van Gogh)	*Adventures for Readers*, Book One (taped stories for those unable to read at 7th grade level).	Teacher-student eval uation of quizzes, paragraphs, art work extra-credit work, etc. Individual or group work.
	1.2. View video-taped program, "Getting It All Together".	Video Tape and TV (It's About You--A self-awareness series).	a. Discussion questions. b. Student's activity worksheet.
2. become aware that employers require basic skills.	2.1. Have several employers speak to class on what they consider employability skills.	Employers of the community.	Class discussion as to how each of the basic skills from hi activity is common t any occupation.
	2.2 Students will list basic skills which would be common to any occupation. Example: Listening Spelling Writing Reading Math (etc.)	Career booklets	The student will dis cuss how each of the basic skills from hi activity is common t any occupation. Have students exchange lists for pee evaluation.
	2.3. Writing letters as need arises.	Text book, filmstrips, films (handwriting, punctuation, etc.).	Teacher-student eval uation.

Subject: Language Arts 7

(7) Concept: Individuals differ in their interests, abilities, attitudes, and values.

OBJECTIVES The Student Should: . .	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
1. Understand that each individual is unique.	1. Unit 5 Unipac, Poems, and Unit 4 Unipac, Stories	*Adventures for Readers, Book One* (taped stories for those unable to read at 7th grade level).	Teacher-student evaluation of quizzes, paragraphs, art work, extra-credit work, etc. Individual or group work.
2. Understand the impact of other person's feelings and values and their relationship to one's own.	2.1. (same as above)		
	2.2. View video-taped program, "Bug Yourself a Bit".	Video tape and TV. (It's About You—A self-awareness series)	a. Discussion questions. b. Activity sheet.

Subject: Language Arts 7

(8) **Concept:** Occupational supply and demand has an impact on career planning.

OBJECTIVES The Student Should. . .	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
1. Understand that demand is a product of need.	1. Unit 2 Unipac, Man and the Natural World	Adventures for Readers, Book One (stories are on tapes for those unable to read at 7th grade level).	Teacher-student evaluation of quizzes, paragraphs, art work, extra-credit work, etc. Individual or group work.

Subject: Language Arts 7

(9) Concept: Job specialization creates interdependency.

OBJECTIVES The Student Should. . .	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
1. Understand that business, industrial, or institutional organizations are comprised of workers who perform tasks which are interrelated.	1. Game - two teams, spelling: each student has at least three letters to be responsible for to show assembly line interdependency	Students and text, *Spell Correctly*.	Teacher evaluation of quality of participation.
	2. Spelldown: specific rules to follow. (Sound-symbol-syllable-total word is specialization in spelling.)	Students and text, *Spell Correctly*. Unit 31: Scientific words. Unit 32: Drama, art, music words. Unit 33: Commercial words. Unit 35: Athletic words.	Teacher-student evaluation of quality of participation.

Subject: Language Arts 7

(10) Concept: Environment and individual potential interact to influence career development.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
1. The student will understand that ever changing individual and environmental factors, acting separately or together, influence one's career development.	1.1 Each student will write an imaginative description of how his chosen career might develop (as related to environmental factors in the year 2,000).	Manuals produced by industry and labor, discussing technological change.	After exchanging papers, each student will list five environmental changes which could affect this career development.
2. The student will understand that a person's mental and physical health are affected by career choice.	2.1 Unit 7 Unipac, A Close Look at Four Authors	Adventures for Readers, Book One (stories are on tapes for those unable to read at 7th grade level).	Teacher-student evaluation of quizzes, paragraphs, art work, extra-credit work, etc. Individual or group work.

Subject: Language Arts 7

(11 **Concept:** Occupations and life styles are interrelated.

OBJECTIVES The student should: . .	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
1. Be aware that emotional qualities limit occupational choices.	1.1 Unit 6 Unipac, Plays	Adventures for Readers, Book One (Stories are on tapes for those unable to read at 7th grade level).	Teacher-student evaluation of quizzes, paragraphs, art work, extra-credit work, etc. Individual or group work.
	1.2 Student will ask parent which one emotional quality is most important for his occupation.	"Discovering Yourself" SRA	Given a list of emotional qualities and a list of occupations, student will match for priority of importance in the given occupation.

Subject: Language Arts 7

(12) Concept: Individuals can learn to perform adequately in a variety of occupations.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURE
1. Understand that part-time jobs can be good exploratory experiences if planned properly.	1.1 Unit 4 Unipac, Stories	*Adventures for Readers*, Book One (Stories are on tapes for those unable to read at 7th grade level).	Teacher-student evaluation of quizzes, paragraphs, art projects, extra-credit work, etc. Individual or group work.
	1.2 Attempt to pinpoint possible jobs available to people of varying ages - example: K-6, 7-8, 9-10, 11-12, etc.	Dictionary of Occupational Titles	Class discussion.
	1.3 Each student will select one chore he does at home. He will explain how it helps him explore job experiences.	Notice of part-time jobs available in the community. Students' lists of part-time jobs.	Given a choice of three part-time jobs the student will write a paragraph stating how this wou help in a future job selection.
2. Recognize responsibility for self direction.	2.1 Work on unipac and other assigned work, to meet specified deadlines.	Those listed with Unipac 4 (1.1 above)	Self-evaluation by student in conferenc with teacher as to the reason for his relati success or lack of success.

(13) Concept: Career development requires a continuous and sequential series of choices. Subject: Language Arts 7

OBJECTIVES The Student Should. . .	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
1. Realize that occupational information comes from many sources within and outside the school setting.	1.1 Unit 1 Unipac, Heroes and Heroines	Adventures for Readers, Book One (Stories are on tapes for those unable to read at 7th grade level). Filmstrips.	Teacher-student evaluation of quizzes, paragraphs, art projects, extra-credit work, etc. Individual or group work.
	1.2 Library unit	Teacher, librarian, and library. Kit, Library transparencies.	Teacher-librarian-student evaluation; quizzes; projects; etc.

Subject: Language Arts 7

(14) **Concept:** Various groups and institutions influence the nature and structure of work.

OBJECTIVES The Student should. . .	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
1. Begin to identify the changing conditions in the work world that affect groups and institutions.	1.1 Unit 2 Unipac, Man and the Natural World	*Adventures for Readers,* Book One (Stories are on tapes for those unable to read at 7th grade level.)	Teacher-student evaluation of quizzes, paragraphs, art projects, etc., included in the unip Individual or group work.

Subject: Language Arts 7

(15) **Concept:** Individuals are responsible for their career planning.

OBJECTIVES The Student Should. . .	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
1. Expect change in his ideas about choices of career (what he wants to do) as well as ideas of what characteristics his choice of career has, as he becomes more informed.	1.1 Write paragraphs: a. My choice of Occupation b. My Plans for the Future c. My Reasons for Changing Occupations (Compose these at appropriate times during the school year.)	Student Skills: text book filmstrips films transparencies	Teacher evaluation.
	1.2 Unit 2 Unipac, Man and the Natural World	Adventures for Readers, Book One (Stories are on tapes for those unable to read at 7th grade (level).	Teacher-student evaluation of quizzes, paragraphs, art projects, etc., included in the unipac. Individual or group work.

Subject: Language Arts 7

(16) **Concept:** Job characteristics and individuals must be flexible in a changing society.

OBJECTIVES The student should. . .	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURES
1. Recognize that there is a relationship between advancement and willingness to accept responsibility.	1.1 Unit 2 Unipac, Man and the Natural World 1.2 Discuss adjustment: a. Baby sitting b. Paper boy c. Homework	Adventures for Readers, Book One (Stories are on tapes for those unable to read at 7th grade level). Film on homework. Students.	Teacher-student evaluation of quizzes, paragraphs, art projects, etc., included in the unipac. Individual and group work. Discussions.
2. Recognize the need for continuous training as job characteristics change.	2.1 Interview one of his/her parents concerning job characteristics and prepare a written report for class.	Parents; SRA Work kit.	Quality of reports.

Subject: Language Arts 7

(17) Concept: Leisure time activities are necessary.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES AND MATERIALS	EVALUATION PROCEDURE
The student should...			
1. Recognize that planning and organizing your time should include leisure activities.	1.1 View video-taped program, "How Much Is Too Much?"	Video tape and television. (It's About You - a self-awareness series.)	a. Discussion questions. b. Keep an activities daily log. c. List avocations. d. Grade activity sheet.

SEVENTH GRADE

SOCIAL STUDIES

Concept (1): An understanding and acceptance of self is important throughout life.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. recognize the need for continuous self appraisal in a diversified society.	1. Motivation through teachers, counselors, vocational coordination and parents for thorough exploration of self in relationship to the work world. A. standardized test - results B. report cards C. teacher-student conferences	1. teachers, counselors, and resource people.	1. The student shoul A. have an understand ing of and recognize the need for self-appraisal. B. recognize the resp sibility for self direction. C. be aware of perso attributes necessary obtain and maintain a job.
2. Recognize reponsibility for self direction.	2. Make available for student's study and resource pamplets, booklets, leaflets, resource people, AV aids, which describe the necessary skills and personal attributes requires for the variour occupations.	2. Choosing your Occupation Coronet. Your Personality-The You Others Know, What You Should Know Before You Go To Work, Getting And Keeping Your First Job, (Guidance Association.) All About You booklet SRA. Discovering Yourself, booklet SRA.	2. The student shoul write a short paper o self-appraisal and wh self-appraisal is periodically necessary.
3. review personal attributes necessary to obtain and maintain a job.			

Concept (2): Persons need to be recognized as having dignity and worth.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. establish positive regards toward oneself.	1. Use of interviews of workers, including parents.	1. Resource people for interview.	1. Student should develop an understanding of a positive attitude.
2. appreciate that people bring dignity and worth to their jobs.	2. Resources speaker, including all types of job.	2. School library	2. Student should recognise that people do bring dignity and worth to occupations and that occupations bring dignity and worth to the people.
3. emphasize that work may provide opportunity for an individual to enchance his dignity and worth.	3. Tours of different jobs, with exposure to skilled labor in bricklaying, carpentry, electrical work.	3. Local factories and businesses for field trip tours.	3. Teacher evaluation of attitudes.
	4. Reading and reporting on biographies of individuals who enjoyed their work. Ex.- Babe Ruth, Martin Luther King, Alber Schwritser.		4. Discussion of themes and projects.
	5. Student bulletin boards concerning attitudes that would be beneficial to the work world.		
	6. Themes - Choose an occupation and tell why your work is important.		

Concept (3): Occupations Exist For a Purpose

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. appreciate that occupation exist to satisfy the needs of society.	1. Field trip to a local industry. Follow up with reports showing how the industry helps to meet the basic needs of society.	1. Local industries.	
2. appreciate that occupations exist to satisfy the needs of the individual (social-economic-political)	2. Go our with tape recorder and interview people to see how occupation affects mental and physical health. Play back and discuss.	2. Local facotry workers, business employees etc.	
3. understand that one's mental and physical health are affected by his career choice.	3. Make a study of occupations as coal mining etc. Discuss how these affect persons health.	3. Library resource materials. (books, newspapers, pamphlets)	
4. appreciate the contributions of occupations to the advancement of society.	4. Create a company - sell stocks, make the product and sell it.		
5. Develop an understandint of the basic concepts of production, distribution & consumption they relate to jobs in the economic structure.	5. Bulletin board - college of occupations that have contribued to the advancements of society.		
	6. Physical health-List 5 jobs and the physical requirements of each. Mental health-List possible degrees of mental stress from different jobs. (i.e. boredom, fatigue, headache, nausea, psycho-somatic.		

Concept (4): There is a wide variety of occupations which may be classified in several ways.

OBJECTIVES	LEARNING ACTIVITY	RESOURCES	EVALUATION
The student should:			
1. understand that people at work produce goods and/or service.	1. Define goods and services.	1. dictionary	
2. understand that occupations are people/idea/thing oriented.	2. Field trip to a business that produces goods. Field trip to a business that produces services.	2. post office, local factory	
3. understand that within each job family there is a wide range of occupations.	3. Bulletin board: 3 columns - show occupations that are people/idea/things oriented.		
	4. Use resources to familiarize students with clusters and wide range or occupations.		

Concept (5): Work Means different things to different people.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. develop and understanding that personal and social needs may be met through work.	1. Interview people in the community who are successful. Ask how they reached their goals.	1. people in the community for interview.	1. Teacher evaluation of a student's ability relate these principle to their occupational preference.
2. develop an awareness that work experiences are valuable.	2. Make charts showing the student's job and how it can be applied to future jobs-i.e. newspaper boy learns punctuality, awareness of people, responsibility etc.		2. Teacher evaluation of student's reasons f having jobs.
3. understand that a person's life style will be affected by his career choice.	3. Bulletin boards depicting prompness, responsibility, etc. and how these areas fit in with their student job.		3. Each student writi an essay "What Quality vs. Quantity means to You."
4. understand that people work for different rewards such as monetary, personal satisfaction, or recognition.	4. Discussion-Teacher lists Student's responses on board relating to question: Why do you do homework or study? Carry over to adult world of work: Why do people work: Attempt to discover value structure of people through listening to taped conversations make of workers.		
	5. Explore and discuss the effect that jobs have on the way people live. Permanent job, seasonal job, migrant workers, professional student, unemployed or laid off, working, 12 month school.		
	6. List reasons for student's having jobs and the needs these fulfill.		

Concept (6): Education and work are interrelated.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. realize the resources available for educational and vocational planning.	1. Resource speakers, guidance people, employment services. Resource material, handbooks of jobs, etc.	1. Resource persons.	1. Teacher evaluation of written work and discussion.
2. understanding of the necessity for obtaining employability skills.	2. Have each student bring in a help wanted ad from the newspaper and describe the training, licensing, skills, etc. needed to obtain the job.		2. The student should recognize the many influences which affect career choice, such as: training, licensing, ligislation, facilities, promotion possibilities, technology, job obsolenscence, continued education.
3. understand success and upward mobility in many occupations requires continuous learning.	3. Speakers: Employers explaining skills they are looking for.		
4. recognize that conditions created by organized groups and institutions affect the world of work. 1. supply and demand. 2. physical facilities 3. federal, state and local legislation.	4. Employee explaining how he continues going to school or continues on-the-job education.		
5. realize the value of general education as a necessary foundation for future specialized training.	5. Have student choose different school subjects and give reasons how it can help him in the future particularly in his choice of career.		
6. understand the relationship between school curriculum and the work world.			

Concept (7): Individuals differ in their interest, abilities, attitudes and values.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. understand that each individual is unique.	1. Guest speakers from foreign countries or different areas.	1. Resource people.	1. Teacher evaluatio of all oral and writt work.
2. understand the impact of other person's feelings and values and their relationship to one's own.	2. Role playing - A member of a minority group.	2. textbook	
	3. Study of heredity and environment relation to uniqueness.	3. library	
		4. magazines, newspapers	

Concept (8): Occupational supply and demand has an impact on career planning.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. understand those factors which stimulate or retard job opportunities: 1. Government 2. Seasonal work 3. Economic Cycles and 4. Changing sex roles.	1. Clip magazine or newspaper articles about government action that affects employment.	1. Magazines, newspaper, etc.	1. Teacher observation of how well students mastered the objectives.
2. understand that the supply of workers is dependent upon training and preparation.	2. List jobs available in your community in the summer but not in the winter.	2. library	
3. understand that demand is a product of need.	3. Class discussion if factors that affect employment; recession, depression, unemployment, inflation fiscal policy.	3. textbook	
4. develop occupational research skills.	4. List occupations that women are active in now that they were not active in years back.		
5. demonstrate a knowledge of employment trends.	5. List occupations that men now have entered that formerly they did not.		
	6. Examine how a need in society produces a demand.		

Concept (9): Job specialization creates interdependency.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. recognize the relationships between technological changes and job specialization.	1. Follow the progress of a selected occupation as it came into being stabilized and became obsolete. Example: railroads.	1. Newspapers, magazines.	1. Student should have a knowledge of th objectives.
2. understand that a certain job may be performed in a variety of settings.	2. Investigate an underprivileged area and discuss how technological changes would affect their workers.	2. Textbook, library materials.	
3. recognize that business, industrial, or institutional organizations are comprised of workers who perform tasks which are interrelated.	3. Discuss a broad occupation, like an engineer, and list the various areas in which he might work.		
	4. Obtain information in early mass procution. Have students produce something on an assembly line.		

Concept (10): Environment and individual potential interact to influence career development.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. to understand that physical and mental factors affect one's career choice.	1. List environmental factors that affect jobs found locally.	1. Outside speakers.	1. Teacher evaluation
2. to understand that a person's mental and physical health are affected by career choice.	2. General discussion of physical and mental requirements for jobs. (Interview various people on this topic.)	2. Local factories and busineses.	2. Written reports.
3. to understand that personality is an important factory in securing and holding a job.	3. Take a field trip to various businesses and factories or obtain speakers to describe their jobs.		
4. to understand the influence of one's parents, peers, and community has on career planning.	4. Student survey of who is aiding them toward career choice.		
5. to understand that a person's perception of a worker may affect his career choice.			

Concept (11): Occupations and life styles are interrelated.

OBJECTIVES	LEARNING ACTIVITES	RESOURCES	EVALUATION
The student should:			
1. understand that emotional qualities needed for self-fulfillment differ among job families.	1. Present problem of moving to a new environment.	1. Textbook	1. Teacher evaluatio
2. understand that some individuals are atrracted to careers because of observed life styles of certain workers.	2. Interview people in various occupations asking them how their job affects their social and family life.	2. Local resource people.	
3. recognize that there may be personal disadvantages in accepting certain life styles.	3. Study occupations that require certain social obligations.	3. Local factories and businesses	
4. recognize that certain occupations encourage a certain social and economic expectation.	4. Make survey of leisure time available in local factories and businesses.		
5. recognize that leisure time activites may affect career choice.	5. List and classify jobs in relation to mental and physical stress.		
	6. Show how leisure activities could vary in geographical regions.		
	7. Make a list of sports and hobbies and show how they have turned into jobs.		

Concept (12): Individuals can learn to perform adequately in a variety of occupations.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. realise the value of general education as a necessary foundation for future specialised training.	1. Interview workers in community to determine skills acquired that benefited them in their job.	1. Workers and employers in the community.	1. Teacher and self evaluation.
2. understand that part-time jobs can be good exploratory experiences.	2. Have discussion on job clusters.		
3. understand that new skills may be developed at any time during a person's working life.	3. Outside speakers who have successfully changed jobs in their lifetime.		
4. understand that there are many occupations which have similar performance patterns.	4. List occupations that have similar performance patterns.		
5. recognise own abilities and limitations and be able to relate them to present career interest.	5. Interest survery and aptitude test.		
	6. Attempt to list possible part-time jobs available.		
	7. Interview employers as to what skills they look for in job areas.		

Concept (13): Career development requires a continuous and sequential series of choices.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. realise that occupational information comes from many sources within and outside the school setting.	1. Have resource speaker from employment service.	1. Resource people from school, industries, and businesses.	1. teacher evaluatio
2. obtain a knowledge of educational and vocational information resources and how to use them.	2. Obtain resource speakers in guidance.	2. Textbook	2. The student shoul have a better understanding of the high school program.
3. gain a knowledge of the components of the decision making process.	3. Have teachers of certain departments discuss with class enterance level skills desires to shorten movement into careers.	3. Library	3. The student shoul understand the import of proper high school course planning.
4. understand the need for careful planning of the high school program in light of tentative career programs.	4. Study the Great Depression stressing how the work world was affected.		4. The student shoul be more aware of the componants of the decision making proce
5. understand that careful educational planning may shorten required training time for employment.	5. Interview local business as to determine what conditions affected that business.		5. The student shoul realise that occupati informational comes from many sources suc as business, industry, governments, parents peers, and counselors.
	6. Have students interview workers whose jobs have changed in the past 18 years due to conditions.		

Concept (14): Various groups and institutions influence the nature and structure of work.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. recognize that conditions in the work world affect groups and institutions	1. Study the work permit, research history of social security; investigate and discuss child labor laws; discuss and study laws in general that regulate people and industry.	1. Library	1. The student should understand the influence exerted on the structure of the work.
2. understand the influence exerted upon the nature and structure of work by A. laws B. labor management. C. professional associations and D. licensing requirements and society.	2. Research history of unions, organization of unions and their effect upon the work world.	2. Business offices in community.	
3. Recognize that conditions created by organized groups and institutions affect the world of work. 1. supply and demand. 2. pjysical functions. 3. Federal, state and local legislation.	3. Discuss with parent or other adult how unions affect their occupation.	3. Social studies book	
	4. Have students write to appropriated state departments and request licensing requirements.	4. Parents or other adults as resource people.	
	5. Study the Amish Society and contrst the Amish way of life with life in your community. They have resisted change. How has this affected their way of life.		

Concept (15): Individuals are responsible for their career planning.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. develop an awareness of the need for career planning.	1. Have counselor talk with students in class and show what recources are available for career planning.	1. School counselor	1. Evaluation by teacher
2. understand the relationships between regular school attendance, good work habits, acceptable behavior, initiative, perseverance, positive attitudes and career planning and their affect.	2. Check newspaper want ads sections and choose job to fulfill interest.		2. The student should demonstrate an awarene that there is a relationship between regular school attendance, good work habit acceptable behavior, initiative, perseveran positive attitudes and career planning and their affect.
3. understand the importance of assuming personal responsibility for occupational choice.	3. Identify similar traits that exist in school and in industry.		
4. understand that personal decisions (career) are of a developmental nature.	4. Write for booklets from employment service concerning traits employers look for in employees.		
	5. Write to various companies and request the company rules and regulations.		

Concept (16): Job Characteristics and individuals must be flexible in a changing society.

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
The student should:			
1. accept the necessity for the individual to change jobs to changing structure of work.	1. Invite people representative of current trades and professions for current description of job and educational requirements.	1. School library	1. The student should recognise the changing job characterists in society.
2. recognise that there is a relationship between advancement and willingness to accept responsibility.	2. Have students prepare reports comparing and contrasting a job over perios of year. Example: farming, auto industry, food production.	2. Resource people of the community.	2. The student should be aware of the need of changing jobs due to technological advancements.
3. recognise that changing job characteristcs requires specialised educational preparation, and training.	3. Introduce resource speakers, business instructors explaining new office machine and/or field trip to an office.		3. The student should understand that one should be capable to make an adjustment to one's job.
4. understand the adjustments necessary to maintain employment.	4. Have a resource person come from an industry in which adaptability is important in maintaining employment.		
	5. Discuss possible changes in job requirements and adjustments these changes will require. Example: moving to a new locality.		

EIGHTH GRADE

CAREER EDUCATION UNIT

Social Science

Language Arts

Mathematics

MATERIALS BEING USED

1. Finney Company
   3350 Gorham Avenue
   Minneapolis, MN 55426

   a. Finding Your Job
      Units 1, 2, 3, 4, 5, 6

   b. Finding Your Job Workbook

   c. Help Yourself to a Job Part I

   d. Help Yourself to a Job Part II

   e. Help Yourself to a Job Part III

2. J. Weston Walch, Pub.
   Portland, ME 04104

   a. Kay A. Mach and Allan Larson
      Math for Today and Tomorrow: A Modern Approach to Consumer Math
      Teacher's Edition

3. Society for Visual Education, Inc.
   Chicago, IL

   a. Series of 5 filmstrips on Foundations for Occupational Planning

4. Educational Progress Corp.
   8538 East 41st Street
   Tulsa, OK 74145

   a. Career Games Laboratory

5. Parker Publishing Co., Inc.
   West New York, NY 10994

   a. "The Career Education Workshop", March 1975

Social Science

Day 1 : Objective - Helping students to focus their interests.

Activities

1. To determine what interests are students will listen to a story and answer questions about their interests.
2. To determine how interests affect us students will read two stories about interests and fill out a true-false questionair according to their opinions.
3. Students will fillout an information sheet about people and their interests.
4. Students will fill out an information sheet about their self interests.

(all stories and information sheets were obtained from "The Career Education Workshop", Parker Publishing Company, Inc., West Nyack, New York 10994. March 1975 issue.)

Day 2 Objective - Helping students to discover their traits, interests and abilities.

Activities

1. Complete discussion questions about day 1 activities.
2. View filmstrip - Who are you? What do you like to do?
3. Complete Employment Education Quiz.

Day 3 Objective - Helping students to understand the importance of work.

Activities

1. Complete Why Work? paper.
2. View filmstrip - What is a job? New Career Opportunities.
3. Complete Schooling Needed paper.

Day 4 Objective - Helping students to understand the importance of school and preparation for a career.

Activities

1. View filmstrip What good is School?
2. Complete papers, Helpful subjects in school and Things to do at school.

3. View filmstrip What are job families.

4. Complete papers, Learning about different jobs and Qestions to help you understand.

Day 5 Objective - Helping the student to understand the correlation of traits and abilites to types of work.

Activities

1. Complete What a worker must be able to do.

2. Complete What a Worker Must Be Like.

Day 6 Objective - Helping the student to understand the procedures necessary in finding employment.

Activities

1. Domplete Steps That Lead to a Job
Things To Do Before You Look For a Job
Qualities you Bring To Your Job
Rating Sheet'

Day 7 Objective - Helping students to understand what different types of work require.

Activities

1. Complete What to Expect
Kind of Job Wanted
Ways to Get The Job

Days 8, 9 and 10 Objective - Helping students to become acquainted with job clusters and to understand the positive and negative aspects of each.

Activities

1. Explore Jobs

2. Complete Activities

Activities

I. Each student will do all of the following.

1. Job Description
   - a. What types of things would you be doing in your job.
   - b. What preparation is necessary for your job?
   - c. What does this job offer?

2. People on the Job. (past or present or someone you know personally)
   - a. What are the rewards or benefits the person has?
   - b. What are difficulties or problems he has?
   - c. Does his personality have anything to do with his job?
   - d. Does his kind of life style have anything to do with his job?

3. Write a description of how you can prepare for your Job from the present until you reach your goal.

4. Prepare a skit showing how people in your profession work.

II. Each student will choose one.

1. Visit a place of employment in your field of interest for a tour or interview and report back to the class on your findings.

2. Invite a representative from some industry or business in your field of interest to talk to the class.

3. Prepare a display about your career.

Language Arts

General outline and objectives to co-relate with the Social Science Unit.

Days 1-3

1. Helping the student to learn how the vocabulary is connected with looking for, finding, & keeping a job.
2. Helping the student to learn how to fill out application forms & write letter of application.

Day 4

1. Helping the student to understand the importance of reading & writing pertaining to occupations.

Days 5-8

1. Helping the student to make use of the newspaper ads & the yellow pages of the phone book to find jobs.
2. Helping the student to prepare for an interview.

Days 9-10

1. Helping to acquaint the student with the different kinds of workers.

Mathematics

Day 1 Objectives

1. Helping students know the importance of time in the world of work.

2. Helping students know how to determine their number of working hours.

Activities

1. Complete the worksheets:
   a. How well can you tell time? (Part I p. 55-62)

2. Complete the following pages in Finding Your Job Workbook:
   a. When You get a Job p. 67-70
   b. Working Hours p. 21-24

Day 2 Objectives

1. Helping students to know how to determine hourly rates, gross pay, and overtime pay.

2. Helping students to understand different methods of being paid wages.

Vocabulary

1. base pay

2. time and a half

3. double time

4. salary

5. commission

6. gross pay

7. hourly wage

Activities

1. Complete the worksheets!
   a. base pay (Part II p. 37-40)
   b. Salary and commission pay

2. Complete the following pages in Finding Your Job Workbook.
   a. What this job pays? p. 9-12

Day 3 Objective

1. Reviewing the different methods of being paid wages.

Day 3 (con.) Activities

1. Complete the worksheet:
    a. Pay proficiency builders (Math for Today and Tomorrow) p. 51-52 prob. 1-20 p. 73 prob. 1-5

2. Complete either...
    a. Case problem for girls, or
    b. Case problem for boys (Both in Math for Today and Tomorrow p. 53)

Day 4 Objectives

1. Making students aware of how to keep a work record.

2. Helping students become aware of salary deductions.

3. Helping students determine net pay (take-home pay)

Vocabulary

1. deductions

2. net pay (take-home pay)

3. federal income tac

4. Social Security (FDIC)

5. state income tax

Activities

1. Complete the worksheets:
    a. Keeping a work record. (Part III p. 47-50)
    b. Salary deductions. (Part II p. 41-42)

2. Complete the following pages in Finding Your Job Workbook.
    a. What this job pays? p. 13-16

Day 5 Objective

1. Reviewing how to determine net pay (take-home pay).

Activities

1. Complete the worksheets:
    a. Net pay proficiency builders (Math for Today and Tomorrow p. 56 prob. 1-10; p. 73 prob. 6-15)

2. Complete either:
    a. Case problems for girls, or

Day 5 (con.) Activities

2. b. Case problems for boys (Both in Math for Today and Tomorrow p. 57 and p. 76)

Day 6 Objectives

1. Helping students become aware of money needed before starting work.

2. Helping students become aware of the different ways to earn their pay.

3. Helping students to become aware of the differences in pay between night and day jobs.

Vocabulary

1. piece work

2. weekly salary

Activities

1. Complete the worksheets:
   a. How you earn your pay (Part II p. 33-36)
   b. Night and day jobs (Part II p. 11-12)

2. Complete the following pages in Finding Your Job Workbook.
   a. Money needed before starting work p. 35-36

Day 7 Objective

1. Helping students become aware of how to set up a personal budget.

Activities

1. Read pages 69-72 Getting Started (Math for Today and Tomorrow)

2. Complete either:
   a. Case problem for girls, or
   b. Case problem for boys (Both in Math for Today and Tommorow p. 78)

3. Complete the worksheet on keeping a record of the money you spend during one week. (Part I p. 8)

EIGHTH GRADE
MATHEMATICS
UNITS

Checking Account Unit

Materials Used

1. Filmstrips and Records
   Money, Checks, and Banks by Eye Gate

2. Pamphlet—How to Maintain Your Checking Account - obtained from local bank

3. Math for Today and Tomorrow: A Modern Approach to Consumer Math by Kaye A. Mach and Allan Larson, Pub. by J. Weston Walch

Day 1 Objectives

1. Give the students an overview of the services of a bank.

2. Give the students an overview of what a checking account is all about.

Activity

1. View filmstrips.
   a. The Nature of Money
   b. Services of a Bank
   c. The Checking Account

Day 2 Objectives

1. To help students recognize what all is involved in having a checking account.

Activities

1. Read the sheets on checking accounts.

2. Take a test on the sheets read.

Day 3 Objectives

1. To have students be able to spell the words needed in a checking account.

2. To have the students define seven words related to checking accounts.

3. To have the students identify the parts of a check.

Activities

1. Study a spelling list and then take a test of the spelling words.

2. Complete the worksheet on Definitions.

3. Complete the worksheet—The Anatomy of a Check.

Day 4 Objective

1. To have the students be able to write a check properly.

Activity

1. Complete the worksheet on writing checks.

Day 5 Objective

1. To have the students be able to fill out a deposit slip correctly.

Activity

1. Complete the worksheet on deposit slips.

Day 6 Objective

1. To have the students know how to use both kinds of checkbook records.

Activity

1. Complete the worksheet on checkbook records.

Day 7 Objective

1. To check and see if the students know how to write checks, make deposit slips, and do checkbook records.

Activity

1. Test on writing checks, deposit slips, and checkbook records.

Day 8 Objectives

1. To give the students an overview of how a check travels.
2. To acquaint the students with how to reconcile your bank balance.
3. To give the students an overview of the Federal Reserve System.

Activity

1. View filmstrips.
   a. Travels of a Check
   b. Reconciling Your Bank
   c. The Federal Reserve System

Days 9-11 Objective

1. To have the students learn how to balance their bank statement with their checkbook record.

Activity

1. Complete a combination assignment incolving making checks, deposit slips, checkbook record and balancing a bank statement.

Day 12 Objective

1. To find out what the students obtained from the checking account unit.

Activity

1. Test covering the entire unit.

Extra Activities for Checking Account Unit

Proficiency Builder taken from Math for Today and Tomorrow
1. Net deposit-p. 61 and 74
2. Amount of currency to be deposited-p. 61
3. Account balance-p. 64 and 75

Case Problems for girls
1. Making deposits-p. 62
2. Account balance-p. 64
3. Corrected balance-p. 67 and 77

Case Problems for boys
1. Making deposits-p. 62
2. Account balance-p. 65
3. Corrected balance-p. 68 and 77

Interviews: Interview someone at a local bank and give an oral report in class.

EIGHTH GRADE
MATHEMATICS
ACTIVITIES

Restaurant Activity

This work is accomplished over a series of Frid

1. Making change.
   a. Knowing the amount of change.
   b. Knowing the bill and the amount of money the customer gave you.

2. Analyze a menu and an order slip.

3. Taking orders.
   a. Teacher dictating orders to the class.
   b. Students dictating orders to the class.
   c. Students figuring out the bills for the dictated orders.

4. A restaurant set-up. (Video-taped).
   a. Groups of 4 to 5 students.
   b. Each student is given $30 (play money) to order four meals.
   c. Each student takes turn as being waiter or waitress.
      1. Hand out menus.
      2. Take orders.
      3. Make out bill with tax.
      4. Return bill to customer.
      5. Go to the cashier area and collect the change for the customer's bill.
   d. Each student acts as a customer when he or she is not a waiter or waitress.
      1. Give a different order to each waiter or waitress remembering you have $30 to spend.
      2. After you receive your bill, check it for mistakes; then go to the cashierarea and pay your bill and check your change for mistakes. Keep your bill.
      3. After all orders are given and all bills paid, total all your bills on the back of the last order. Then put the amount of change you have left on the back of the last order and turn all orders in to the teacher.

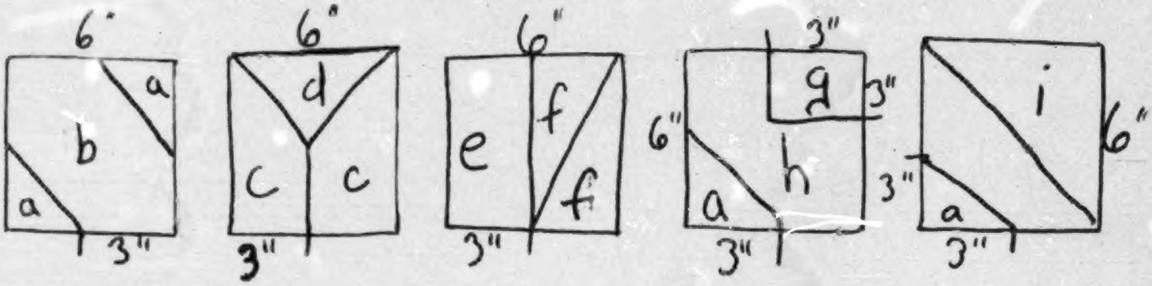
COOPERATION SQUARES GAME ACTIVITY

This is an experiment in cooperation. Students are to be divided into groups of five. Each student will be given an envelope containing pieces for forming a square. At the signal, the task of the group is to form five (5) squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size. Rules:

1. No member may speak.

2. No member may ask for a card or in any way signal that he wants one.

3. Members may give cards to others.



Envelope:
A contains i, h, e
B contains a, a, a, c
C contains a, j
D contains d, f
E contains g, b, f, c

Start experiment by asking students what cooperation means? After your discussion of cooperation, divide students into groups of five. Give each group the instruction sheet "An Experiment in Cooperation" and go over it with them so they know what their task is to complete the game. When all the groups have finished or given 30-45 minutes, call time and discuss the experience.

Assignment

All students will fill out a reaction sheet about the cooperation squares game.

AN EXPERIMENT IN COOPERATION
Instruction Sheet

Each student should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

These are the rules:

1. No member may speak.
2. No member may ask for a card.
3. Members may give cards to others.

REACTION SHEET
Cooperation Squares Game

Write answers to the following:

1. Did you become more sensitive to your behavior during the game?

2. How did you feel when someone held a piece and did not see the solution?

3. What were you thinking when someone finished his square and could not see whether he was preventing others from solving the problem?

4. How did the person feel that had a finished square, but then realized he or she had to give a piece to someone else?

5. How do you feel about the person that was slow to see the solution?

6. What things helped some group to complete the game sooner?

7. How many real-life situations can you list which require cooperation?

8. I learned that:

WAUPUN HIGH SCHOOL

CAREER EDUCATION

CAREER EDUCATION
Secondary Educable Mentally Retarded - Work-Study Program
Waupun High School

Career education is an ongoing process where students are exposed to the career concepts throughout the educational process. All studentswithin a school district need this education in sequential form. The total career education program must be district wide encompassing not only the normal student but our special students who have been identified with exceptional needs.

In the field of Special Education career education is an asset. The students upon entrance to a special education program can be taught these career concepts in a sequential manner which they need for success in the mainstream of society. Special Education and Career Education work exceptionally well together at the Secondary Level. The work-study program can be a big asset to the career concept idea. Together they serve to develop acceptance of self and a feeling of worth that these students need.

The Wisconsin Curriculum for Educable Mentally Retarded levels itself well to the Wisconsin Career Concept. The 12 Persisting Life Needs and the 17 career concepts can be interchanged to bring out the strengths of each program. With the educable student, repetition is an important teaching technique, by using these together, it provides the student with unlimited activities in the career area.

Students who are mainstreamed into various academic areas can pick up career concepts from their regular classroom teachers.

In the Special Education program at the secondary level, vocational skills and career planning is of primary importance. The career concepts designed by the State of Wisconsin offers the classroom teacher a broader base from which to instruct the students who have exceptional education needs.

Concept (1): An understanding and acceptance of self is important throughout life.

Objectives	Learning Activity	Evaluation	Resources
The Student should:			
a. recognize that they are an important part of their environment.	a. role playing--using Value Clarification book.	a. Teacher observation.	a. **Movie:** Are you ready for a job? BAVI $4.50 Rental 10 minutes.
b. understand something about the structure of their physical and emotional self.	b. discuss the need for friends; how to be a friend.	b. Personel inventory sheets.	b. **Filmstrips:** Making Friends Series How do you rate at home? How do you rate at school? How do you rate with your friends?
c. recognize the need for friendship.	c. write a short story using your personality in a character.	c. Research paper on a job that the student shadowed.	c. **Filmstrip:** Character formation (set) Bailey Films Association Educational Films 11559 Santa Monica Boulevard Los Angeles, CA 90025.
	d. impromptu essay: How I Feel Today?	d. Evaluation of formal and informal discussion.	d. Getting along on the Job (kit) AVID Instructional Systems Division. P.O. Box 4263 East Providence, R.I. 02914
	e. give each student a special assignment throughout the unit. Emphasize the importance of that role.	e. Informal and formal testing.	e. **Movie:** When I'm Old Enough, Good-Bye! BAVI.
	f. have students fill out hand-out #1 and write his/her feelings out each question.	f. Discussion groups.	f. **Movies:** Office Etiquette, BAVI. Person to Person communication. Selling yourself to an employer.
	g. have students throughout the day place good comments about persons in a box and show them at the end of the day.	g. Student evaluation.	
	h. How Do I Bate--hand-out #2.		

Concept (1): (con.)

Objectives	Learning Activity(con.)	Evaluation	Resources(con.)
	i. Self-Rating Chart A-22, Grade Self-Appraisal Check List A-21. Discussion on a variety of the check list can follow: Both large group and small group, one-to-one group could also be used.		g. Following Films: ROA Films, Milwaukee Learning to live together series - $6.50 ea. Learning to be unselfish and to make friends.
	j. Write and/or discuss what personal problems have resulted in a feeling of loneliness--Read, "The Broken Places" and "Loneliness from Getting Together."		h. Job Experience Kit. SRR 259 E. Erie St. Chicago, Ill. 60611. i. Discovering myself (teacher book) (see level) American Guidance Publishing.
	k. Read, "Three Minute Friendships," and discuss friendship--Test the responsibilities a friendship demands.		j. Focus: (Discovery through Guidance) Bruce Publishing Company 2642 University Ave. St. Paul, Minn. 55114.
	l. Have students write about how they view themselves in relationship to the environment around them. This should be proceeded by a group discussion about feelings.		k. Learning social skills--interpersonal relations. McCormick-Mathus Publishimg Co. (set). l. Schools without Failure--William Glasser.

Concept (1): (con.)

Objectives	Learning Activity	Evaluation	Resources(con.)
			m. If Teachers Were Free--Richard Renfield
			n. Reach, Touch, and Teach--Terry Borton.
			o. Value-Clarification--Simon, Howe, Kerseherberum.
			p. The Human Value Series by Clyde V. Arnspiger. Steck-Vaughn Co. P.O. Box 2028 Austin, TX 78767. (Filmstrips).
			q. Career Values--What Really Matters To You--AVID
			r. Film: Personal Qualities For Job Success--Coronet, 11 min.
			s. "Values"--filmstrip set. Home Ec. Dept. Waupun High School.
			t. Hand-outs: Personal Feelings: How Do I Rate? Poetry--Thinking Attitude, The Man Inside. Personal Aptitude Evaluation. Questions About Your Attitude, Self-Rating Chart, Self-Appraisal Check-list.

Concept (1): (con.)

Objectives	Learning Activity	Evaluation	Resources (con.
			u. **Books**: Shane, Jonathon Livingston SeaGull, Angel Unaware.
			v. Vidio-Tapes: Charley, Lisa Bright and Dark, Case of Rape.
			w. Getting It Together--Scholastic Press.
			x. Scope Magazines Scholastic Pub.
			y. Getting a Job--work-skill books--pp. 58-68.
			z. Department of Vocational Rehabilitation form.
			aa. State Employment Service application form.
			bb. Learn To Earn--text pp. 36-38.
			cc. Succeeding in the World of Work.

Concept (1): (con.)

Objectives	Learning Activity	Evaluation	Resources (con.)
			dd. Truner-Livingston Communication Series--Folleth Publishing.
			ee. Daily newspaper.
			ff. *The School We Have* by Shepard Ginandes M.P.
			gg. Local Employment Service.
			hh. Counselors.

#1

PERSONAL FEELINGS

Are you the one that can't be told otherwise, even when proved wrong?

Can I accept criticism without having my feelings hurt?

Do I have a sense of humor when being kidded or teased?

Do I have an understanding attitude toward other people's problems?

Am I tolerant and understanding of other people's preconceived notions?

Do I try to be honest without hurting other people?

Do I feel everyone is against me because my ideas or suggestions are not accepted?

Do I respect other races and religious beliefs?

Do I make excuses when something doesn't go right?

Do I wait until tomorrow to "blow my temper"?

Do I overcome disappointments by sticking with it until I succeed in my objective?

PERSONALITY QUIZ

Do you get along well with fellow-workers, friends, etc.?

Do you have the same friends for years?

When you are out in public are you as courteous as you are at a party?

Can you adapt yourself easily to those who are younger, older or people with different backgrounds?

Are you happy when your friend has had a stroke of good luck?

Can you force yourself to be pleasant to others?

Can you easily admit that you have made a mistake?

Can you win or lose and still be a good sport?

Do you listen to advice as willingly as you give it?

Can you work when it is time to work and play when it is time to play without combining the two?

Are you considerate, understanding and tactful of the feelings of others?

Can you take praise and good fortune without getting a big head?

Are you the type of person you expect others to be?

Can you play"second fiddle" if necessary?

Concept (2): Persons need to be recognised as having dignity and worth.

Objectives	Learning Activity	Evaluation	Resources
The Student should:			
a. learn to adjust to and live with his particular handicap.	a. Small group discussions on the words: "mental, cripple, and retardation.", and any other words that students need to talk about.	See Concept (1).	See Concept (1)
b. have an awareness of his strenghs and weaknesses.	b. Essay: How I Feel About Myself?		
c. have an awareness of the purpose of living and learning.	c. Self-Rating Chart A-22.		
d. develop a sense of self-satisfaction and security.	d. Discussion on the similar handicapps that all people have.		
	e. Read: Jonathon Livingston Seagull and discuss how change and growth and education never end.		
	f. Write a short essay on how how Jonathon dealt with dignity and worth.		
	g. Read: "Angel Unaware." Dale Evans. Discuss her feelings about her handicapp.		

Concept (2): (con.)

Objectives	Learning Activity(con.)	Evaluation	Resources
	h. View video-tapes: Lisa-Bright and Dark, Case of Rape, and Charley. Have students give oral or written report or discussions on the similarities and differences of each major character in regard to self-worth.		
	i. Role play-from activities in Reach, Touch, and Teach.		
	j. Show "Values" filmstrips.		
	k. Scope magazines.		

#2

HOW DO I RATE?

PUT A CHECK IN THE COLUMN INDICATED

ANSWER EACH QUESTION AS NEVER, OR NEARLY ALWAYS; WHICHEVER IS NEAREST THE TRUTH.

	never	sometimes	nearly always	
1. Do I make up my mind? (Or do I always ask someone else?)				
2. Do I plan things before I start?				
3. Do I follow directions?				
4. Do I listen? or (must I always be talking?)				
5. Do I try to get along with others?				
6. Am I on time?				
7. Do I go to work without being told to do so?				
8. Do I finish the job on time?				
9. Do I finish the job I start?				
10. Am I dependable?				

Concept (3): Occupations exist for a purpose.

Objectives	Learning Activity	Evaluation	Resources
The Student should:			
a. recognize that jobs exist because of the resources abailable.	a. discuss work as a necessary experience to develop a healthy body and mind.	See Concept (5).	See Concept (5).
b. locate occupations that are essential for maintenance.	b. Field trips to bakery, dairy, telephone company, janitorial position, to observe the necessity of all the jobs.		
	c. assign departments within the school program to groups or individual students and have students shadow the personnel for a day, (janitorial, office workers, cafeteria workers, AV workers, etc...).		

#3

THINKING ATTITUDE

"You can do as much as you think you can,
but you'll never accomplish more.
If you're afraid of yourself, young man,
There's nothing for you in store.
For failure comes from the inside first;
It's there, if you only knew it;
and you can win, though you face the worst,
If you feel you're going to do it."

THE MAN INSIDE

"If you think you are beaten, you are;
If you think you dare not, you don't
If you'd like to win, but think you can't
It's almost a cinch you won't.
If you think you'll lose, you've lost.
For out in the world you'll find
Success begins with a fellow's will;
It's all in your state of mind.
Full many a race is lost
Ere even a race is run,
And many a coward fails
Ere even his works begun.
Think big, and your deeds will grow;
Think small and you fall behind;
Think that you can and you will,
It's all in the state of mind.
If you think you're outclassed, you are;
You've got to think high to rise.
You've got to be sure of yourself
Before you can win a prize.
"Life's battle doesn't always go
To the stronger or faster man;
But sooner or later, the man who wins
is the man who thinks he can."

#4

PERSONAL APTITUDE EVALUATION

Answer the following questions.

1. Which aptitude factors do you think you are strong in?

2. Which aptitude factors do you think you are weak in?

3. Which aptitude factors do you think you need to be a success in your chosen field?.

4. In what aptitude factors do you need to improve upon in order to perform well in your vocational field?

5. How can I improve upon the aptitudes I need for my vocational choice?

6. Which aptitude factors do not play an imperative role in your chosen occupation?

7. Why are aptitudes so important in an occupational choice?

8. What decisions must you make if you lack the necessary aptitudes in your chosen occupation?

Concept (5): Work means different things to different people.

Objectives	Learning Activity	Evaluation	Resources
The Student should:			
a. recognize attitudinal differences of workers in similar jobs.	a. visit local industry and interview people who have similar jobs.	a. Teacher observation.	a. Hand-outs: A-12, A-13, A-14, A-29, A-32.
b. begin to analyze his/her thinking in regard to work.	b. research job similarities in the occupational kit.	b. Personel inventory sheets.	b. Environment Game.
	c. participate in group discussions about individual job attitudes.	c. Research paper on a job that the student shadowed.	c. AVID Filmstrips, Instructional System Division, 10-Trips Lane- R.I. "The Working World." A-2101-G
	d. Personality Inventory A-12, A-13, A-14.	d. Evaluation of formal and informal discussion.	d. "Careers without College"(free booklet). Program Development and Research Bureau Wisconsin State Employment Service P.O. Box 1607 Madison, Wis. 53701
	e. Filmstrips on occupations that require special talent, acquiring of skills, interest, attendance and effort only.	e. Informal and formal testing.	e. National Rivet.
		f. Discussion groups.	f. Central State Hospital.
		g. Student evaluation.	g. Waupun Prison.
			h. Fox Lake Correctional Institution.
			i. Business leaders.
			j. Factory Workers.

Concept (5): (con.)

Objectives	Learning Activity	Evaluation	Resources(con.)
			k. Community leaders. l. Work-Widening Occupational Roles Kit. m. Occupational Outlook Handbook. n. Film: "Men at Work." McGraw-Hill, 27 min. o. Filmstrip: "New Employee and Fellow Workers." McGraw-Hill. p. Film: "Benefits of Looking Ahead." Coronet, 10 min. q. Business Behavior Book. South-Western Publishing. r. Movie: "Aptitudes and Occupations." s. "Know Your World" American Education Publications. Education Center, Columbus Ohio. t. Daily newspaper.

Concept (5): (con.)

Objectives	Learning Activity	Evaluation	Resources(con.)
			u. Student Books. Your Attitude is Changing, SRA.
			v. Filmstrips: "Character Makes the Difference." Set of 9 - Eye Gate House, Inc.
			w. The Job Ahead-text. New Rochester Occupational Reading Series. SRA.
			x. Finding Your Job Finney Co.
			y. Filmstrips: Job Finding, Set of 5, Popular Science Publishing Inc.
			z. "Choosing Your Occupation" U.S. Department of Employment Security, Washington.
			aa. "Here's How to Land That Job." Wis. Employment Service.
			bb. SRA Career Information Kit - SRA.

Concept (5): (con.)

Objectives	Learning Activity	Evaluation	Resources (con.
			cc. Occupational Exploration Kit, SRA.
			dd. Vocational Biographies, DOT.
			ee. Local Busnesses
			ff. Waupun Chamber of Commerce.
			gg. Career games.
			hh. Moraine Park Technical School.
			ii. Teacher-made questionnaires.

#5

QUESTIONS ABOUT YOUR ATTITUDE

Do I try to get other people to do things for me rather than do them myself?

Do I care about being on time?

Do I try to get by with as little work as possible?

Do I think that good manners are for other people?

Am I an eight-hour worker and resent spending a little more time on the job?

Do I leave my personal belongings on the floor and expect someone else to pick them up?

Do I care only about "me" and forget about everyone else?

Do I leave rooms in good order and turn off lights?

Do I always make excuses for things I haven't done?

Do I throw trash (paper, etc.) on the ground when no one is looking?

Do I gossip about people?

Do I try to get attention by being the clown of the group?

Do I care only about the "glory" jobs and let everyone else to the "dirty" jobs?

Does it seem that people are always criticizing me for something?

Do I dislike and think poorly of my parents for telling me what time to be in, how I should act, etc.?

Do I think poorly of older people, put up with them but not really respect them?

Do I tell things (secrets, etc.) about people that I shouldn't?

Do I at times tease and bully people just for the fun of it, or to get them angry?

GETTING ALONG WITH PEOPLE

Do I find it easy to talk with people?

Do I find it difficult to talk with people?

Am I willing to listen to ideas and suggestions?

Am I a dependable and loyal individual?

Do I have an understanding attitude towards other people?

Do I make exaggerated statements just to gain attention?

Do I show an interest and concern for my fellow friends and co-workers?

Do I enjoy the company of the opposite sex?

Do I try to make new friends?

Do I avoid repeating bad remarks heard about others?

Do I avoid criticizing just for the sake of criticizing?

Do I judge a book by its' cover?

Concept (6): Education and work are interrelated.

Objectives	Learning Activity	Evaluation	Resources
The Student should:			
a. become aware of the specific qualifications that are necessary for a job.	a. list four personal references and reasons why they chose these people.	See Concept (1).	See Concept (1).
b. realize that attained skills offer greater opportunity for job placement. A basic education will aid in job placement.	b. list the seven parts of a letter of application.		
	c. complete a letter of application.		
c. develop oral and written skills to enable him to perform job tasks.	d. develop a vocabulary list of occupational words.		
	e. Vist the personnel director at Carnation or National Rivit. Have him give a talk on how education is related to job situations at his company.		
	f. Art copies of the State employment service application forms.		
	g. fill out Department of Vocational Rehabilitation forms.		
	h. class discussion, develop a list of information considered personal data.		

Concept (6): (con.)

Objectives	Learning Activity(con.)	Evaluation	Resources
	1. write letters of applications using the daily newspaper want-ads.		

#6

A-22

SELF-RATING CHART

Read carefully the statements below; compare yourself with the standards given and place in each square the number that describes you best.

1. Always 2. Usually 3. Generally 4. Sometimes 5. Seldom

Responsibility

____ Am I on time to class and with my work?

____ Do I behave myself in classroom during teacher's absence?

____ Do I bring my materials to class everyday?

____ Must I be spoken to individually because I have not listened to class directions?

____ Was I willing to accept a class office?

____ Do I take part in class discussions?

Inquiring Mind

____ Do I read the directions before asking questions?

____ Do I do more work than is required?

____ Do I use the library regularly?

____ Do I bring things related to the classwork to class?

Social Concern

____ Do I think of how my actions and speech will affect others before I act or speak?

____ Do I keep order in my section of the room by behaving myself.

____ Am I courteous to my fellow students and the teacher?

____ Do I show an active interest in every class activity?

Work Habits

____ Do I do only my own work, without talking?

____ Am I ready to start working as soon as I enter the room?

____ Do I listen and follow directions?

____ Do I work until the job is finished?

	Yes	No
6. **Forcefulness**		
Do you talk with conviction?	____	____
Is your voice distinct?	____	____
Are you energetic in your actions?	____	____
7. **Industry**		
Do you work as hard when your teacher is away as when he is around?	____	____
Do you like to keep caught up in your work?	____	____
8. **Cooperative Spirit**		
Are you glad to work with others and give unfailing cooperation?	____	____
Are you usually willing to cooperate?	____	____
9. **Memory**		
Do you have a good memory for faces?	____	____
Do you have a good memory for figures?	____	____
Do you have a good memory for names?	____	____
Do you get statements twisted in your mind?	____	____
10. **Tact**		
Do you irritate people by what you say and do?	____	____
Do you say the wrong thing at the wrong time?	____	____
11. **Patience**		
Do you lose your temper quickly?	____	____
Do you antagonize others by your irritations?	____	____

	Yes	No
12. **Enthusiasm**		
Do your friends think that you are enthusiastic?	____	____
Are you the quiet kind that has very little emotion or fails to express it?	____	____
13. **Self-Confidence**		
Do you worry a great deal?	____	____
Do you think about your own faults too much?	____	____
14. **Initiative**		
Do you go ahead without being told?	____	____
Do you think of new ways of improving?	____	____
Do you ever start anything new?	____	____
Are you inclined to do only what you are told or what other people do?	____	____
15. **Dependability**		
Can you be counted on to do a job right and on time?	____	____
Do your teachers have to keep after you?	____	____
Are you always on time?	____	____
Do you come to school when you do not feel like it?	____	____

Concept (7): Individuals differ in their interests, abilities, attitudes, and values.

Objectives	Learning Activity	Evaluation	Resources
The Student should:			
a. recognize the individual differences within the classroom and learn how to cope with each other as individuals.	a. Use Value Clarification role playing exercises.	See Concept (1).	See Concept (1).
b. identify themselves as individuals.	b. What if: essay each day, give a different "what if" and have students wish.		
	c. Class discussion on different points of view and how to accept them.		
	d. Discuss questions about your attitude hand-out #5. Have students write about several that pertain to them.		
	e. Read, "The Awful Silence in Getting Together" and discuss the following decisions which may have to be made if a teenage girl becomes pregnant.--1. marriage or not. 2. abortion. 3. keeping the child or giving it up for adoptions.		
	f. Filmstrip--The Human Value.		
	g. Movie: Learning to Live Together, and have discussion.		

Concept (7): (con.)

Objectives	Learning Activity(con.)	Evaluation	Resources
	h. One to one group discussion with each other giving the following topics: Politics--School Policy, Religion--Hours for Teenagers, Sex--Drinking Laws, Drug Use. Group together after individuals. Agree on a compromise on each discussion topic.		

#7

GRADE SELF-APPRAISAL CHECKLIST

Consider the words in this list and check how often you think they describe you as you are:

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Self-confident				
7. Sensitive				
8. Jealous				
9. Popular				
10. Shy				
11. Clumsy				
12. Show-off				
13. Afraid				
14. Kind				
15. Respectful				
16. Modest				
17. Proud				
18. Lazy				
19. Neat				
20. Prompt				
21. Thrifty				
22. Self-controlled				
23. Accurate				
24. Dependable				
25. Angry				
26. Moody				
27. Considerate				
28. Open-minded				
29. Unreasonable				
30. Alert				
31. Demanding				
32. Industrious				
33. Reliable				
34. Courteous				
35. A Leader				
36. Cooperative				
37. A Follower				

#8

HOW TO SELECT THE BEST CAREER

A CHART FOR ESTIMATING YOUR SKILLS AND ABILITIES

	YOUR ESTIMATE		
SKILLS AND ABILITIES	High	Average	Low
ARTISTIC ABILITY: Skill in drawing, painting, or arranging displays			
CLERICAL ABILITY: Ability to keep neat and accurate records and to sort, and file reports and other information			
SECRETARIAL SKILL: Ability to type rapidly and accurately and take dictation			
MANUAL ABILITY: Skill in working with your hands and using tools			
MATHEMATICAL ABILITY: Ability to work with numbers quickly and accurately to compute or estimate amounts of material			
MECHNAICAL ABILITY: Ability to assemble, repair, operate, or maintain mechanical equipment, machines, or appliance			
VERBAL SKILL: Ability to express yourself clearly and forcefully.			
ABILITY TO HELP OTHERS: Skill in working with children or with those who are ill and others who need special help.			
MUSICAL ABILITY: Ability to sing or to play a musical instrument.			
PHYSICAL HEALTH: General ability to work for extended periods of time, possibly out-of-doors.			
SOCIABILITY: Ability to meet and talk to all types of persons with ease.			
SCHOLASTIC ABILITY: Ability to read, study, and learn from school work. Ability to pass examinations			
JUDGMENT: Ability to analyze situations accurately and to make wise decisions. Common sense.			

#9

REFERRAL INFORMATION
FOR VOCATIONAL REHABILITATION SERVICES

1. Name of applicant: ______________________________
2. Date of birth: ______________________________
3. Home address: ______________________________
4. Telephone no.: ______________________________
5. Complete directions to home: ______________________________
____
____
____
6. Name of referring agency: ______________________________
7. Name of person making the referral: ______________________________
8. Type of vocational handicap: ______________________________
9. Reason for referral: ______________________________
____
10. Are there any current medical or psychological tests available on this applicant? ________ If there are tests available, please send them with this referral.
11. Name and address of family physician: ______________________________
____

Concept (10): Environment and individual potential interact to influence career development.

Objectives	Learning Activity	Evaluation	Resources
The student should:			
a. locate the different job situations within a local industry.	a. Survey the community jobs available in Waupun.	See Concept (5).	See Concept (5).
b. begin to understand the personal limitations and possibilities in the world of work.	b. Tour several unrelated institutions and have students write about the jobs that they could be interested in.		
	c. Visit the vocational school or have a speaker visit the classroom.		
	d. Class discussion on the following questions: What do I want to be? What type of job opportunities are available in Waupun? What do I have to give to the world of work?		
	e. Using booklet, "Careers without College." Pick out 20 different types of jobs that could be found in the Waupun area. "Men at Work", McGraw-Hill.		

#11

WHOM WOULD YOU HIRE?

If you were interviewing people for jobs, whom would you hire? For each of the job hiring situations listed below, brief descriptions of the people who have been interviewed are given. Put a check mark (√) beside the number of the person whom you would hire for the job.

You interview 3 men for a telephone salesman's job.

___ #1

a. Wore sports clothes to the interview
b. Excellent speaking voice
c. Has not had much selling experience

___ #2

a. Does not have a good telephone voice
b. Sarcastic during the interview
c. Needs the job badly

___ #3

a. Excellent manners and appearance
b. Has a good telephone voice
c. No selling experience

You interview 3 young men for a bank teller's job.

___ #1

a. High school graduate
b. Chewed gum during interview
c. Had summer job as a camp counselor

___ #2

a. Left high school to help support family
b. Seems serious and conscientious
c. Working part-time as a drugstore counterman

___ #3

a. Very good high school record
b. No work experience of any kind
c. Late for interview appointment

You interview 3 high school students for a mail carrier's job during the Christmas season.

___ #1

a. Strong and husky
b. High school record shows frequent truancy
c. Very anxious to have job

___ #2

a. Has medical history of asthma
b. Good high school record
c. Excellent personality

___ #3

a. Has worked as a messenger
b. Physically strong
c. Lacks confidence

You interview 3 men for a job as a business machine technician trainee.

___ #1

a. Good electrical and mechanical background
b. Irritable and short-tempered during interview
c. One good letter of reference

___ #2

a. Previous experience with business machines
b. Eager to know about company benefits
c. Left leg crippled by polio

___ #3

a. Excellent rating on mechanical aptitude test
b. Took a one-year course at special electronics school
c. Irritated by length of our training program

You interview 3 young women for a job as a receptionist.

___ #1

a. High school graduate
b. Extremely courteous and polite
c. Some typing skills and can operat[illegible] switchboard

___ #2

a. Excellent speaking voice
b. Left last job because of an argument with supervisor
c. Would really prefer to have a job as a secretary

___ #3

a. Pleasing personality
b. Has had experience as a secretary with an insurance firm, and is able to operate switchboard
c. Speaks softly at times during interview and was

You interview 3 girls for a secretary's job.

___ #1

a. Wearing too much makeup
b. Giggled constantly during the interview
c. Some secretarial skills

___ #2

a. Excellent poise and manners
b. Not too much secretarial experience
c. Good school record

___ #3

a. Inclined to be very nervous
b. Excellent secretarial skills
c. Very good letters of recommendation from 3 previous employers

Concept (14): Various groups and institutions influence the nature and structure of work.

Objective	Learning Activity	Evaluation	Resources
The Student should: a. know the variety of job possibilities within local institutions.	a. Invite speakers who represent manual labor groups along with speakers who hold management positions.	See Concept (5).	See Concept (5).
b. recognize the economic control that large institutions and industry have on the community.	b. Visit Waupun Prison and have speakers discuss the occupations within the system. Visit Central State or WSI and see the variety of jobs available in the Waupun area.		
	c. Discuss job positions which will require a license, get license copies and fill them out.		

Concept (16): Job characteristics and individuals must be flexible in a changing society.

Objectives	Learning Activity	Evaluation	Resources
The Student should:			
a. be aware of the variety of programs available for retraining of professions, ex-on-the-job night school, vocational programs.	a. Speakers from agribusiness and factory positions to discuss the changing roles of each employee. b. Hand-outs: A-29, A-32. c. Play "Environment Job" game. d. Film: "Benefits of Looking Ahead." Coronet.	See Concept (5).	See Concept (5).
b. be able to make decisions that are flexible to the situations that they are involved in.			

Concept #16

WHAT WOULD YOU DO IF -

1. You started in school and the other children didn't seem friendly?
   - ____ Pretend not to care.
   - ____ Try harder to be friendly yourself.
   - ____ Keep to yourself.

2. You wanted to go to a party and thought you didn't have the right thing to wear?
   - ____ Sulk, pout, or cry.
   - ____ Not go to the party.
   - ____ Fix up an old dress or suit.

3. Dad asked you to do some job around the house on the day of the Scout picnic.
   - ____ Get mad and make a fuss.
   - ____ Miss the picnic,
   - ____ Ask to do the job another day.

4. Other boys and girls had more spending money than you?
   - ____ Keep away from them when they were spending.
   - ____ Beg parents for more money.
   - ____ Try to earn some money at a part-time job.

5. A friend gets a new bike like the one you've been wanting but can't afford?
   - ____ Try and find something wrong with the bike.
   - ____ Say, "Gee, I'm glad you got it even if I can't have one."
   - ____ Pester Dad to buy you one.

6. If you are asked to sell tickets for a school play instead of playing a part you had hoped to get?
   - ____ Refuse to sell tickets.
   - ____ Criticize the person who gets the part.
   - ____ Do the job of selling tickets the best you know how.

7. If you aren't doing well in one of your classes at school?
   - ____ Blame the teacher.
   - ____ Ask the teacher what to do about it.
   - ____ Try to get out of the class.

8. You had never made a speech before a large audience and were asked to speak on a school program?
   - ____ Refuse to do it.
   - ____ On the day of the program say you are sick.
   - ____ Ask someone who is used to speaking to give you some tips.

9. You envy a brother (or sister) because of some talent that makes him popular.
   - ____ Try and copy the things he does.
   - ____ Criticize him.
   - ____ Develop an ability of your own.

A. Ways People Make Adjustments

When you have a problem--when you can't do something you want to do--you can react in one of three different ways.

1. You can avoid the problem by running away. This is called the flight reaction. You use the flight reaction in several ways.
   -- You make alibis or excuses.
   -- You pretend the problem doesn't exist.

2. You can fight the problem. You do this by
   -- Arguing or getting mad.
   -- Rebelling against trouble.

3. You can compromise.
   -- Giving in a little bit in order to gain in other ways.
   -- Adjusting to the situation.
   -- Making the best of things.

Resources:

Filmstrips: "How to Adjust" (Eyegate)

SRA Booklet: All About You

Classroom Discussions:

Handouts: What Would You Do If?

A-12

PERSONALITY INVENTORY

	Yes	No
1. Manner		
Are you grouchy?	____	____
Are you indifferent?	____	____
Are you half-heartedly polite?	____	____
Are you usually gracious?	____	____
Are you always gracious?	____	____
2. Friendliness		
Do you like people?	____	____
Are you too critical of them?	____	____
Are you friendly?	____	____
3. Courtesy		
Are you courteous with your fellow classmates?	____	____
Do you treat others as if they were guests in your home?	____	____
Do you listen attentively to what others tell you?	____	____
4. Honesty		
Are you prompt in paying your debts?	____	____
Do you waste your time?	____	____
Do you take anything which doesn't belong to you?	____	____
5. Adaptability		
Can you take criticism fairly well?	____	____
Are you able to treat different kinds of people in different ways?	____	____
Do you like to meet people?	____	____

Concept (17): Leisure time activities are necessary!

Objectives	Learning Activity	Evaluation	Resources
The Student should:			
a. be aware of local leisure time activities.	a. Use newspaper to choose each student's interest in leisure time activity.	See Concept (1).	See Concept (1).
b. know appropriate so-skills to enable them to partake in leisure activities.	b. Use Audio-Tapes. Give and Take. Is the Good Life Good Enough.		
c. pursue leisure activities that expand their personalities.	c. Visit local business and discuss the relationship between working and leisure time interest: (movie theaters,,stamp, coin collection stores, bowling establishments, etc...).		
	d. Write a research paper on a particular leisure time activity that the student has interest in.		
	e. Prepare an individual report of personal leisure time activities.		
	f. Compile a list of local leisure activities available to the city.		

H

Concept (17): (con.)

Objectives	Learning Activity(con.)	Evaluation	Resources
	g. Have the local Park and Recreation Director speak to the class about what is available to the students.		
	h. Have a group panel discuss inappropriate leisure time activities.		

SOCIAL STUDIES

World Geography

World Geography is divided into a series of separate units through the course of the tri-mester. It will be our goal to highlight some specific units with a direct relationship to Career Education.

I. Unit

Urban Development and Planning

Concepts

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.

Objectives - The Student should:

1. Recognize the need for continuous self-appraisal in a diversified society.
2. Have respect for each individual's differences yet recognize nonacceptable behavior within peer groups.
3. Become aware of the wide range of jobs that exist in the areas of production, distribution and consumption.
4. Recognize the direct correlation between selecting a career and the availability of jobs in that career field.
5. Demonstrate an understanding of the lay of supply and demand and employment trends.
6. Realize the business, industrial or institutional organizations are comprised of workers who perform tasks which are interrelated.
7. Recognize the relationship between jobs and the economic stability of a community.

Resources

1. Teacher
2. Student
3. Newspapers, magazines, films, and filmstrips.
4. Community leaders and workers.
5. Multi-media kit "Urban Planning"
6. SRA Career Information Kit.
7. Social Issues Resource Series

Activities

1. Community people to speak in classroom about their lives and working in the community.
2. Discussion in class of the relationship of work to the communitie's economic base.

3. Field trips to various industries and institutions in the community.
4. Student preparation of plans for urban renewal projects within the community and plans for attraction of new industry for the city.
5. Development of a model city within the classroom--choosing of a career.
6. View filmstrips on urban renewal and urban planning.
7. Construction of a Waupun land use map and building condition map. Discussion, after completion, of the results and of the overall pattern and condition of the city.

Evaluation

1. Teacher evaluation of discussion and maps.
2. Test on urban unit.
3. Evaluation of model city.

SOCIAL STUDIES

World Geography

II. Unit

Map Construction and Map Use

Concepts

1. An understanding and acceptance of self is important throughout life.
3. Occupations exist for a purpose.
4. There is a wide variety of careers which may be classified in several ways.
9. Job specialization creates interdependency.
13. Career development requires a continuous and sequential series of choices.
15. Individuals are responsible for their career planning.

Objectives - The Student should:

1. Understand personal attributes necessary to obtain and maintain a job.
2. Appraise and accept his own abilities, interests, attitudes, and values.
3. Recognize that many occupations contribute to an end product.
4. Understand that jobs are people oriented.
5. Understand that occupations in map construction and map skills are directly related to other occupational fields and are dependent on those fields to function properly.
6. Understand that educational decisions may have an important impact on career opportunities available to an individual.
7. Realize that they are responsible for their occupational decisions and cannot rely on others for decision making for career development.

Resources

1. Department of Transportation
2. SRA Career Information Kit
3. Social Issues Resources Series
4. Topographic-quadrangle maps
5. Dodge County-Fond-du-Lac County Court Houses
6. Filmstrips and Cassettes on map reading.
7. Teachers within school
8. Library brochures and pamphlets

Activities

1. Construction of contour maps, population density maps, and topographic maps.
2. Participation in class discussion of the need for maps and people to contruct maps.
3. Showing of filmstrips that deal with the construction and use of maps.

4. Field trip to Department of Transportation in Madison.
5. Construction of population graphs showing comparisons of cities, states, etc...
6. Field trip to local county surveyor.
7. Discussion of Equal Opportunity Act.

Evaluation
1. By teacher.
2. Assessment of map construction and reading skills by teacher evaluation and student testing.
3. Written reports by students on participation of field trips.

BUSINESS EDUCATION (GENERAL)

(May be used in any course of study, not restricted to Business Ed.)

Concept	Objective	Method
Concept 1	a. appraise his own abilities, interests, attitudes, and values. b. develop self-concept and career planning for his own uniqueness.	a. write personal data sheets and interview each other using an interview guide. b. write their autobiography and keep them on their personal file.
Concept 2	a. respect other people's rights, respect other person't occupational choice, observe dignity and worth of work, and have more positive relation of self to environment.	a. possibly have a member from a minority group come in and speak. b. field trip to a business to observe how each individual is important in the functioning of the business. c. institute an office simulation which provides a variety of tasks and give each one a chance at each task.
Concept 3	a. work is a means for fulfilling personal needs, work can have values like satisfaction of doing something and completion. b. many occupations can contribute to an end product.	a. bulletin board of a familiar business showing cycle of work and where various people fit in. b. have students compile a list of meaningful occupations. c. tape interviews of various people and their jobs and play for students.
Concept 4	a. careers develop within job families. b. be able to recognize the different methods of classifying occupations, clusters, industry, trends, etc... c. recognize that there are maybe many job levels in an occupational field.	a. have students examine a newspaper, let them decide how many people in different jobs were involved in publishing the paper from the start to the finished product. b. have students become make-believe businesses, then decide on the personnel needed in order for the business to function.

Concept	Objective	Method
		c. bulletin boards comprised of careers that relate to ability and interest on areas of English, Physics, Business, Music, Art, etc...
Concept 5	a. recognize and accept that work has a potential for personal and financial awards.	a. discuss effect of 4-day week.
	b. individual and social needs can be met through work.	b. make a list of volunteer work to be done on the community, and show reasons for doing them.
	c. jobs influence leisure time and activities.	c. list leisure-time activities of interest and then find jobs which will allow them to participate in them.
	d. recognize that most people work for financial return.	
Concept 6	a. comtinuous education and training enhance one's career development potential.	a. collect materials for bulletin board on where people get jobs.
	b. many occupational possibilities related to individual school subjects.	b. write letters of application and data sheets to an imaginary business.
	c. know where and how to apply for a job.	c. have former student or employer talk to class on benefits of a work experience program.
	d. one's training and education can affect his employment potential.	d. examine school's courses to find relationship of these classes and how they might lead to jobs.
	e. demands are increasing for certain professional, skilled and service occupations.	
Concept 7	a. job expectations that are consistent with personal attitudes.	a. contruct self-evaluation sheet, check list dealing with physical and mental abilities to see what jobs these personal characteristics would fit into.
	b. accept the uniqueness of other individuals.	b. use "How to Get Along With Others" questionnaire.
		c. have representative from Wisconsin Employment Service speak to class.

Concept	Objectives	Method
		d. *Education Research Bulletin*, *Wisconsin Manpower Outlook*. e. *Encyclopedia of Career and Vocational Guidance*.
Concept 8	a. understand how technological change may affect employment opportunities and task requirements. b. understand that production, distribution, and consumption relate to jobs and our economic structure. c. be familair with employment trends and make plans accordingly.	a. students visit a store and make a list of items, where they are made and discuss who was involved in the production and distribution of them. b. field trip to some industry to observe how technology has affected employment. c. view and discuss filmstrip, "Horizons Unlimited." d. filmstrip, "Looking Ahead to a Career." e. make a list of jobs that have been made absolete because of technology and the new ones created.
Concept 9	a. understand need for cooperation among workers. b. need for cooperation between employees and employer. c. specialization is a process of continuous scientific and technological advances.	a. select a make-believe product to be placed on the market and have students identify personnel needed to carry it out. b. field trip to industry and have representative stress technology and personal relationships. c. role play to develop cooperation and have them develop an employee's manual.
Concept 10	a. recognize that a career choice may be influenced by geographic area. b. understand that sex, race, creed and social-economic background may affect career choice.	a. debate women's lib. b. take and evaluate an achievement test. c. make a list of things that may influence their career choice, (people, places, etc...).

Concept	Objective	Method
	c. person's ability may determine the level of attainment in a given career area.	d. review "Equal Opportunity Act."
Concept 11	a. relationship between job satisfaction and mental health.	a. collect want ads and discuss chances of getting that job.
	b. understand that leisure and avocational activities can complement work as a means of self-expression.	b. have a surprise task box and students draw slips and perform these tasks for 3 days and see how they felt toward them.
	c. a person's career may determine his friends, associates, and status in the community.	c. plan a city--cut out picture of a house and determine if they could afford it on their salary, check income, taxes, insurance, and living cost.
	d. understand the outcome of work.	d. determine types of jobs needed to start and continue city.
	e. career planning has an effect on life style.	e. select a vocation and determine type of life style you can afford. Interview someone in that field to prove your figures. Prepare a budget for living.
Concept 12	a. recognize career horizons through simulated activities and work situations.	a. Home Ec. could simulate a restaurant,(manager, cook, bus boy, hostess, dishwasher, etc...).
	b. wide range of opportunities in a given career area.	b. dimulated office and have them fill in all the different positions, (receptionist, clerk, filer, typist, stenographer, etc...).
		c. counselor administer.
		d. Ohio Vocational Interest Inventory.

Concept	Objective	Method
Concept 14	a. how membership in an organized group can bring about change in working conditions and nature of the work.	a. discuss recent strikes--divide students into Labor and Management and attempt negotiation.
		b. research pressure groups like AMA, NFD, AFL, CJO, and NEA.
		c. research government regulations, (Taft-Hartly, Wagner Act, Vocational Acts).
		d. wage loss due to strike.
		e. disucss present economic conditions and affect, (Auto Industry, over supply of teachers, etc...).
Concept 15	a. student should have accurate information.	a. fill in information questionnaires on their chosen occupations to find out how much they know about it.
		b. their attitudes toward work.
		c. Occupational Outlook Handbook.
		d. Encyclopedia of Careers.
		e. DOT.
		f. SRA Career Information Kit.
Concept 16	a. ability to understand that environmental and social changes require being able to adjust.	a. set up task that can be done by machine and also manually--have them try both.
	b. jobs may be changed, modified, eliminated, or created.	b. employment counselor speak on job market.
		c. read science fiction books where characters had to change--see who did and who did not.
		d. what jobs could exist in the future that are not here today?

OFFICE PROCEDURES OR OFFICE COOP PROGRAM

	Condition	Performance	Objective
10-Key Adding Machine			Bulletin Board on Jobs in which 10-Key is used, Want Ads, etc.
			Ability to read instructions
			Manuals for various machines
Data Processing	Give 10-20 common data processing terms.	Define	Become more knowledgeable about this field and opportunities available
	Standard punched card	Explain how card is used	Payroll is a common use--learn earnings, deductions, taxes, etc.
Grooming	Give a grooming & wardrobe list	Student will identify his (her) strengths & weaknesses	
	Given a list of clothing appropriate for various entry-level jobs, chart of body types, & styles & colors	Student will select appropriate clothing styles & colors	Self-concept
	Given a list of entry-level job titles	Student will list acceptable grooming policies for 3 jobs	Where does he (she) fit in?

	Condition	Performance	Objective
Grooming (con.)	Given a list of proper personal grooming habits -essentials of body cleanliness -essentials of well-groomed hair -properly applied cosmetics -posture & figure problems -essentials of hand & nail care -essentials of dental care -skin & complexion types	Merle Norman & dentist as guest speakers	Modify self-image
	List of Health Habits -essentials of physical exam -essentials of weight control -essentials of good nutrition -essentials of exercise -essentials of relaxation -importance of sleep	Guest speaker doctor or nurse	Develop good health plan for self Check for signs of low self-esteem Constant bad appraisals of oneself are unrealistic Stress improvement

	Condition	Performance	Objective
Grooming (con.)			(In general) Send students to various types of businessess & ask about their grooming policies Jobs--cosmetic sales, beauty shop, fashion buyer & designer
Handwriting	Give student employment application that requires both printing & handwriting		Display on bulletin board better results --build up image
	Give forms that require handwriting --voucher, invoice, receipt, sales slip, bank deposit		Discuss jobs where legible handwriting is important
	Speaker from Post Office		He (she) will talk on the importance of good handwriting
Following Instructions	Give student a set of written instructions	Student is to follow them thru to completion	Accessment of ability to follow written instructions

	Condition	Performance	Objective
Following Instructions	Give student oral directions	Follow to completion	Testing ability to listen & follow through
	Give a set of written instructions which requires an activity or action (like changing a ribbon on a typewriter)	Student will give the same instructions to 3 classmates who must in turn perform the activity	Group interaction

Sources of Instructions
-those than come with major household appliances
-telephone directory
-federal tax form
-civil service test or other tests
-school's student handbook
-local business's employee manuals

Job Application	Give a list of 25 words and phrases commonly used on employment forms and in tests instructions and a list of definitions	Match words to the definitions	
	Give a sample employment test; and a sample aptitude and interest test		So student can get a look at himself and how he stacks up

	Condition	Performance	Objective
Job Application (con.)	Give a sample personal data sheet and letter of application to follow	Student should apply to two Want Ads from newspaper	See how realistically student selects jobs of interest & how he can apply himself to the situation
	Give a list of questions frequently asked by personnel officers in an interview		Student is to write answers --see how he reacts
	Give opportunities to participate in an interview with a local business		Chance to spot & correct weaknesses & point out strengths
	Have a person from Wis. Employment Bureau come to class		Speak on job market trends and what employers are looking for
	Have students collect application forms from local businesses		Bulletin Board display and give chance to compare forms

Job Application (con.)

The following is a list of typical questions in an interview. They will give the student an idea what will be asked of them and help put them at ease before an actual interview.

a. Why do you want to work for ________ Company?
b. What can you contribute to the company?
c. What kind of work would interest you most and why?
d. What do you know about the company?
e. What salary do you want?
f. Where do you want to be five years from now?
g. What are your extracurricular activities?
h. Do you have any questions about the company?
i. Why do you think you are qualified for this job?
j. Why did you leave your last job?

Have students do a complete study of a local business--jobs available, tasks expected, what the company does, etc.

Condition	Performance	Objective
Give quiz developed by Dr. Duckat, Director of the Guidance Division of the Federal Employment Service--16 questions called *Are You A Good Job Hunter?*		Quiz is to help job seekers
Collect and discuss interviewer's check lists		How do they stack up?

Oral Communication

For this topic, have students draw names from a box and learn as much about that person as possible in ten minutes. Then each will give a minute speech introducing that person. The objective of this is group interaction.

Oral Communication (con.)

Have each person introduce another student as though he were a famous person; giving a brief biography of his talents, accomplishments, interests, etc. The objective of this is to make the person feel important.

	Condition	Performance	Objective
Telephone	Teletrainer or tape recorder Use role playing Use checklist for playback Speakers are available from Phone Company to talk about voice, word usage, personality, and courtesy--also have free booklets Use onirrir to overcome lazy lips & proper enunciation		Chance to hear what you really sound like through playback Builds confidence in own adequacy

Working With People

1. Develop a positive self-concept and ability to understand self.
2. Develop ability to work cooperatively with others.
3. Practice consideration and respect for others.
4. Respect people's cultural differences--give a paragraph with foreign words that are familiar. A good book that discusses this further is The Lenses Through Which Any Nation Looks at Life are not the Ones Other Nations Use

Working With People (con.)

by Ruth Benedict.

5. Become aware of the uniqueness of each individual. Divide group into straight and curly hair, blonde and brunette hair, long and short hair; and see if any judgements can be made about the group.
6. Recognize that there is more than one way to solve a problem.
7. Open-mindedness--use penny as a subject.
8. Each person has a contribution to make.
9. Accept failure or criticism as a step towards positive growth.
10. Exercise self-control during trying situations--give rush work and a time limit to complete.
11. Adjust to change--give assignment and then change and maybe change again after students have started it.

Have a Rating Scale in How Well Do You Know Yourself?--64 questions and a point count. Answer each statement as Yes, No, or ?

Habits That Handicap & Attitudes That Antagonize

1. I talk too loud.
2. I use profanity when I am angry.
3. I am habitually too grouchy.
4. I am too short-tempered.
5. I am too serious most of the time.
6. I use "gutter talk" habitually.
7. I am a habitual gossiper.
8. I am frequently sarcastic.
9. I am stingy.
10. I interrupt other people's conversations.

Make 26 statement with the date that it happened, if you could improve, and the date and how improved.

	Condition	Performance	Objective
Duplicating	Teach proper use of machine Teach proper use of supplies		Not wasteful Office jobs available in duplication dept. & offset Bulletin Board materials that have been put out by local schools & businesses

	Condition	Performance	Objective
Duplicating (con.)			Develop a sense of responsibility for completing all tasks and working under pressure
	Establish a live office or clerical services center	Do real work instead of created project	Increases motivation and sense of responsibility
	Clean up procedure of equipment		Develop responsibility & sharing of work Establishment of priorities Dealings in human relations
	Setting up of jobs		Develops judgment & evaluation of quality of work produced, and keeping track of work produced
Handling Mail--Incoming & Outgoing	Incoming mail	Correct handling procedure	Why the need for the exact time letter was received & how to handle situation if letter marked personal was opened by mistake
	Memos	Have each student write one	

	Condition	Performance	Objective
Typing	Drills & Timed Writings	Book of various jobs & careers	Find out the numerous jobs in business field
	Duplicate letters, reports, tables with errors in them	Ability to find & correct errors	Occupations exist for a purpose and typing may be used for a lot of different purposes
	Correction devices	Erasure tape, fluid, pencil eraser	Select current method, making right decision
Petty Cash	Collect company manuals that state policy & procedures for handling & safeguarding		Chance for student to visit businesses, observe various people at their jobs, and see that there are rules in business, too
	Guest speaker from school district to explain petty cash procedures		
Filing	Many jobs available in filing		Bulletin Board of Want Ads & pictures of people in process of file work

	Condition	Performance	Objective
Filing (con.)	Examples on how different filing systems or filing rules are used--have these examples on hand		Phone Books, Yellow Pages, catalogues, price lists, insurance companys, court cases, direct mail advertising, salesmen's territories, etc.
	Visit High School office		See various types of files being put to use
Simple Record Keeping	Visit the local bank & request they emphasize bank deposits, statements, & other records		Chance to observe jobs available in a bank
	Try to pick up a Time Clock for student's use --to punch in & punch out		Good way to keep attendance & tardiness Student would take more pride in getting to class of time & possibly less absenteeism
	Inventory Systems--visit local car garage, variety store, etc. to see how inventory records are kept		Again, a chance to observe people at their jobs and see how many different methods can be used for this task

	Condition	Performance	Objective
Telephones	Have students interview a receptionist or have one come and talk to class Try for a person in charge of a large switchboard		Good way for students to find out unglamerous nature of the job, and what skills & education were needed to get it
Clerical Typing	Have students save junk letters that come to their homes and write answers to those letters		Gives chance to compose, use vocabulary, etc. to show they can succeed Post on bulletin board
Transcription	Play "Beat the Clock"	Give Students a time limit for a specific number of words (reading shorthand) May be done individually or team basis	Develops trait of working together Team effort
	Play "Spell Down"	Two or more teams, teacher dictates brief forms & theory, student who misses sits down, until one team remains	Instills working together Good for interaction among class Rotate members on teams to prevent same people always being together

	Condition	Performance	Objective
Transcription (con.)	Secretary of the Week	Blow up each girl's graduation picture and build bulletin board display around her hobbies, interests, sports, etc. Maybe have parents come to class one day during the week Different girl each week & she will take over class procedures	

CAREER EDUCATION ACTIVITY MANUAL

Business Department

Waupun High School

Prepared by: Janet Perry

June 20, 1975

BUSINESS DEPARTMENT

We in the business department generally deal with students who have or partially have, selected their careers. A great deal of our time is devoted to developing skills or knowledges toward an on-the-job use. Our approach to career education then is to tie these skills to the cluster of careers that they are related to.

The format used to relay our ideas consists of applying career education activities to the regular course outlines of selected business education courses. The general course outline is given followed by objectives, activities, resources, and learnin outcomes that relate career education to the specific unit.

SHORTHAND

UNIT

Introduction to shorthand and the shorthand alphabet.

OBJECTIVES

1. The student should appraise and accept his own abilities, interests, attitudes and values.
2. The student should begin to understand that an individual's occupation can influence his life style.
3. Inform students what cluster of jobs are available to those with shorthand skills.

ACTIVITIES

1. a) Use the Kuder or the Minnesota Clerical Test to determine personal abilities and interests. Viewing films on you and your job choice.

   b) Discuss the sort of personal characteristics necessary to be a good secretary.

   c) Have guest speakers who are secretaries in the area talk about her personal interests and abilities.

2. a) Use work sheet to help student realize how their present life style is affected by what they are presently doing.

   b) Make a bulletin board depicting the sort of life style secretaries have through use of pictures of them on the job.

   c) Have guest speakers who are secretaries in the area talk about how her life style is regulated by her job.

3. a) Have students list all jobs available to secretary with shorthand, make sure lists are very specific.

   b) Students will research using information available in library, to see how all inclusive their lists are.

   c) During research have the students list the special characteristics of each particular position. Have students choose a position they feel they would not want and report on it.

RESOURCES

1. a) Testing information and evaluation, films Your Job: Finding the Right One and Career Car. (11) Discovering Your Real Interests

   b) Teacher information

   c) Community resources and information

2. a) See Appendix A

   b) Student and teacher information

   c) Community resources and information

3. a)
   b)
   c) Community resources and information, SRA Occupational Exploration Kit, SRA Career Information Kit, Dictionary of Occupational Titles, Encyclopedia of Career Opportunities, Sextant Series, The High-Paid Secretary, Secretaries Who Succeed, Secretarial Careers, and Your Future as a Secretary.

LEARNING OUTCOMES

1. The student will be better able to cope with the frustrations of individual differences.

2. The student will better understand about the particular life style a secretary has and whether this life style meets the student's personal needs.

3. The student will have a better idea of the entire gamut of occupations and specialties available to one who is interested in the secretarial field.

UNIT

Introduction to shorthand transcription and dictation

OBJECTIVES

1. The student should understand that one's job or occupation can influence leisure time activities.

2. The student should recognize and accept the influences of many factors on career development (peers, family, significant adults, community geography, economics, etc.)

3. The student should know where and how to apply for jobs.

ACTIVITIES

1. a) Discuss what the take-home work, on-call time and amount of freedom a secretary has after five.

   b) Discuss people a secretary is associated with and how this may influence who her friends are.

   c) View a film.

2. a) Use Career Games Kit.

   b) Discuss importance of student actually making own decision bring out point that peer and parental pressures can be strong.

   c) Fill out work sheet.

3. a) Have a speaker from Wisconsin Employment Services speak about where jobs are and how to use their services.

   b) Write a personal data sheet and letter of application.

   c) View films

   d) Role play and have actual businessmen give interviews.

   e) Take civil service exam for shorthand

RESOURCES

1. a) Teacher and student information
   b)

   c) Film, Leisure Time: Busy or Bored (Eye Gate)

2. a) Career Game Kit

   b) See Appendix B

3. Community, Business English books, films, Your Job Interview (Guidance Associates) and Your Job: Applying for it (Coronet Films)

LEARNING OUTCOMES

1. The student should see how directly related occupation and leisure time are.
2. The student will be able to understand and hopefully cope with outside pressures on them to make a certain career choice by peers and family.
3. The student should have a feeling of understanding and confidence in being able to apply and interview for a job.

UNIT

Dictation and speed development. The book used for the above activities gives a brief description of types of specific dictation a student may take, this lends itself very easily to a discussion of each of the various areas.)

OBJECTIVES

1. The student should become aware that occupational supply and demand has an impact on career planning and that employment trends change within the community.
2. The student should be able to make a decision whether further schooling will be necessary for him or not.
3. The student should become aware that and individual can learn to perform adequately in a variety of occupations.

ACTIVITIES

1. a) Use a bulletin board make up of advertisements for secretaries from local, Madison and Milwaukee papers.

   b) Discuss trends for future employment for those with shorthand skill.

2. a) Speakers from Moraine Park Technical Institute Fond du Lac and Bryant and Straton to talk about the special sorts of training they offer.

   b) Discuss difference and need for on-the-job training and further technical training

   c) Use resources in the library and from counselors to determine if further schooling is necessary.

3. a) Discuss as they appear in the textbook the specific areas a secretary may work in. Examples: sales, credit and collection, advertising, banking, insurance, etc.

   b) Discuss: What if I can't find a position in my particular field of interest?

   c) Have students list other specific jobs available to them.

RESOURCES

1. a) Local papers

   b) Changing Times and teacher information

2. a) Community speakers

   b) Teacher information

c) Booklets and pamphlets from counselors and library

3. a) Library resources, textbook

   b) Student and teacher information

   c) Library resources

LEARNING OUTCOMES

1. The student will be able to decide the location where his particular interest is or change his career decision to fit where he wants to be located. Also student will know current supply and demand trends in local area.

2. The student will know if his future should include future schooling for his career selection or not.

3. The student will realize that his present skills leave opportunity for a variety of careers.

APPENDIX A

Life Style and Present Situation

1. List leisure activities you are presently engaged in that are directly related to the fact that you are going to school.

2. List leisure activities that you will engage in whether you are involved in school or not.

3. List leisure activities that you would engage in if you would go on for further training.

4. List leisure activities that you would engage in if you got a secretarial position in town.

5. List leisure activities that you would engage in if you got a secretarial position in Milwaukee or Madison.

APPENDIX B

Your Career Choice

Answer the following questions truthfully.

1. Is any of your immediate family engaged in the career selection you have made for yourself?

2. Have any of your close friends made the same career selection you have?

3. Are any of your close friends who are now in the world of work engaged in the same career as you have selected for yourself?

4. If you prefer to stay in this area can your preferred career be done here?

5. If you prefer to go elsewhere your career be found in a location you prefer?

BUSINESS EDUCATIONAL INSTRUCTIONAL MATERIALS

Instructional Materials (con.)

Filing

Number Filing on the Job--------South-Western Publishing Co.

Cassette

Filing by Alphabet and Subject and records management-------Teaching Aids, Inc.

Mail (incoming-outgoing mail)

Teacher Prepared

Working With People

Transparencies

Effective Human Relations---------------------------------3M
Clerical Occupations and Responsibilities-------------3M
Office Behavior, Attitudes, and Traits----------------3M

Cassettes

Developing Human Relations and Better English and Correspondence--------------------Teaching Aids, Inc.
Clerical Training and Office Procedures------------------Teaching Aids, Inc.
ESP Office Education Series-----Teaching Aids, Inc.
Office Careers and Business-----Teaching Aids, Inc.

Written Communications

Success in Business Letter Writing---------------------Teaching Aids, Inc.

Simple Business Records

Introductory Business Practice------McGraw-Hill Book Co.
Essential Business Practice----------H. M. Rowe Co.
Standard Payroll Project------------Pitman
Payroll Record Keeping--------------McGraw-Hill Book Co.

HIRE Instruction Program (Covers All Areas of Vocational Ed: Ag., Business, Home Ed., Building Trades, etc...--Good for Slow Learner--Cost: $600).

Areas of Instruction

Orientation to the talking page--Responsive Environments Corp.
Job Vocabulary-------------------Responsive Environments Corp.
The Want Ads---------------------Responsive Environments Corp.
The Job Application---------------Responsive Environments Corp.
Social Security------------------Responsive Environments Corp.

HIRE Instruction Program (con.)

- Income Tax-----------------------Responsive Environments Corp.
- General Vocabulary---------------Responsive Environments Corp.
- Hand Tools-----------------------Responsive Environments Corp.
- Health Hazards-------------------Responsive Environments Corp.
- Safety---------------------------Responsive Environments Corp.
- Insurance------------------------Responsive Environments Corp.
- Alpha-Numerical Order------------Responsive Environments Corp.
- The Phone Book-------------------Responsive Environments Corp.
- Review of Addition and Subtraction------------------------Responsive Environments Corp.
- Number Tables--------------------Responsive Environments Corp.
- Measuring Length-----------------Responsive Environments Corp.
- Measuring Area-------------------Responsive Environments Corp.
- Measuring Weight-----------------Responsive Environments Corp.
- Liquid Measures------------------Responsive Environments Corp.
- Measuring Time-------------------Responsive Environments Corp.
- Planning Time--------------------Responsive Environments Corp.
- Using Money----------------------Responsive Environments Corp.
- Making Change--------------------Responsive Environments Corp.
- Grocery Buying-------------------Responsive Environments Corp.
- Large Purchases------------------Responsive Environments Corp.
- Your Paycheck--------------------Responsive Environments Corp.
- Family Budgeting-----------------Responsive Environments Corp.
- Banking Services-----------------Responsive Environments Corp.
- Loans and Credits----------------Responsive Environments Corp.
- Installment Buying---------------Responsive Environments Corp.

Simple Business Records, Inc.

Cassettes

- Training the Receptionist and Keeping Records---------------Teaching Aids, Inc.
- Business Occupations Series-----Teaching Aids, Inc.
  - Clerical Occupations and Bookkeeping Workers
  - Cashiers and Electronic Computer Operators
  - Office Machine Operator and Shipping and Receiving Clerk
  - Bank Clerk and Teller
  - Beginning Office Worker
  - Office Assistant
- Preparing For an Office Job-----Cassettes Unlimited
- Basic Office Practices and Procedures-------------------Eye Gate House
- It's Your Future-----------------Eye Gate House

Transparency

- Procedures and Policies in the Office-----------------------3M

Telephone

- PBX and Telephone Technique Book-Lyro
- Telephone Dynamics---------------Universal Training Systems Co.

Miscellaneous

Timed Writing About Careers--------South-Western Publishing Co.
Model Office Practice Set----------McGraw-Hill Book Co.
Civil Service Tests for Typists----McGraw-Hill Book Co.

Poster

Career for Typist------------------Walch
The Secretary at Work--------------McGraw-Hill Book Co.
The Secretary on the Job-----------McGraw-Hill Book Co.
Typist and Stenographer Examinations---------------------------A Ken-Book
Senior Clerk Stenorgrapher---------Arco Publishing Co.
Stenographer Typist----------------Arco Publishing Co.

Posters

Secretarial Do's and Don'ts--------Walch
Secretarial Careers----------------Walch
Stenographic Careers---------------Walch

Cassettes

How to Become a Secretary----------Teaching Aids, Inc.
How to Become a Receptionist-------Teaching Aids, Inc.

BUSINESS EDUCATION INSTRUCTIONAL MATERIALS

Data Processing

- Understanding Modern Business Data Processing--McGraw Hill

Grooming

- Charm for Miss Teen--McGraw Hill Book Co.
- Personal Appearance--Gillum Publishing Co.

Transparencies

- Personality & Appearance in the Office--3M
- Personal Development Transparency Series--South-Western Pubishing Co.
    - Dress Ability
    - Job Getting Ability
    - Personality Ability
    - Quality Ability
    - Success Ability

Handwriting

- Handwriting Unit----Teacher prepared
- Senior Hanwriting---Pitman
- Applied Penmanship--South-Western Publishing Co.

Instructions

- Reading Instructions--Teacher prepared

Job Application

- About Her----------Gregg
- About Him----------Gregg
- It's Up To You----Gregg
- The Job [illegible] Want--Gregg
- You Pay For It----Gregg
- You Said It-------Gregg
- You and Your First Job--Industrial Relations Dept.
- Social Security--What It Means to You--Dept. of Health, Education, and Welfare
- A Career in the Modern Office
    - Making the Most of Yourself-----Gregg
    - Making the Most of Your Skills--Gregg
    - Getting the Right Job-----------Gregg
- Jobs and How to Get Them--A Ken Book

Slides

- The World of Work--Walch

Transparencies

- Personal Development Transparency Series
    - Employ-Ability --South-Western Publishing Co.
    - Ethics-Ability --South-Western Publishing Co.
    - Image-Ability ---South-Western Publishing Co.

Job Application (con.)

Transparencies (con.)
Personal Development Transparency Series
- Promote-Ability--South-Western Publishing Co.
- Time-Ability-----South-Western Publishing Co.

Career Planning--3M

Poster
Getting a Job--Walch

Filmstrips
Job Interview, 35mm & record----Creative Services
Job Application, 35mm & record--Creative Services
Your First Week on the Job

Cassettes (12 & Workbook)
World of Work--Educational Design

Pamphlets (Free)
Do's and Don'ts of Employment----------------Human Resources Dept.
Your Next Job--------------------------------Human Resources Dept.
How to Get and Hold the Right Job------------Human Resources Dept.
You and Your First Job-----------------------Human Resources Dept.
How to Get a Job-----------------------------Human Resources Dept.
How to Get the Right Job---------------------Human Resources Dept.
Prepare Yourself For Job Interviews----------Human Resources Dept.
How To Do It---------------------------------Human Resources Dept.
Choosing Your Occupation---------------------Human Resources Dept.
You Can Get That Job-------------------------Human Resources Dept.
Summer Jobs----------------------------------Human Resources Dept.
Job Interviewing-----------------------------Human Resources Dept.
Job Hunting-7 Steps--------------------------Human Resources Dept.
Do You Want A Job and Take a Long Last Look--Human Resources Dept.

Math Computations
Business Math on the Job--Gregg
Business Math 30----------Gregg
Arithmetic Review---------Pitman

Poster
Arithmetic in Occupations--Walch

Telephone
Telephone Dynamics--Universal Training System, Inc.

Working With People
Your Attitude is Showing--Science Research Association
The Receptionist----------Gregg
Business Behavior---------South-Western Publishing Co.

Slides
Daily Office Procedures with Commentary--Walch

Working With People (con.)

Filmstrips & Cassettes

Secretarial Work as a Career---International Film Bureau
Vocational Objectives-----------International Film Bureau
Clerical Work as a Career------International Film Bureau
So You Want to be a Secretary--International Film Bureau
The Administrative Assistant---International Film Bureau

RATIONALE

Through our discussions on the uniplements of career education on the high school level, we discovered that we agreed that all students need to be exposed to the 17 basic concepts, but to actually practice self-appraised researching job requirements, availability, advancement opportunities, etc.. ; and job discussion skills, and also discuss the interrelations of work, leasure time, and lifestyle, yet we had no means to insure that exposure, practice, and discussion. The most efficient method of meeting this need would be to include career education in one of the student's required courses, of which communication I or II appear to be the most adaptable since the student activities would include communication inputs,(reading about jobs, listening-interviews workers-research-etc...), and communication outputs,(writing-letters-job applications, speaking-relay informing discussions, attitudes, etc...). Consequently, for my project, I am going to develop a unit that could be included in either Communications I or II, Directed Reading, or expanded and offered as either 3 or 6 a week, 1 hour a day, ¼ or ½ credit mini-course for which students could opt out of an assigned study hall.

CREATIVE WRITING

Unit: Introduction

Objective	Activity	Resources
The student should appraise and accept his own abilities, interest, attitudes, and values and organize this information into categories or strengths and emulations.	After some discussion, students are asked to write an introduction to themselves for the instructor.	
The student should establish positive regard toward oneself and accept the uniqueness of other individuals.	Students and teacher sit in a circle. Exercise is to be conducted in complete silence except for teacher's instructions. 1. Look at the person to your right. Write down something nice about that person. 2. After everyone is finished, ask them to pass the note to that person. (Repeat for person to left). 3. Write down something you like about yourself. Pass to the right. (Repeat for left). 4. Look at the person on the right. Write something you'd like to say to that person but never pass the note. (Repeat for left). 5. Write a paragraph on your feelings during and after this exercise.	6 slips of paper per person.
The student should understand the many occupational possibilities related to individed school subjects.	Discussion prompted by teacher or student developed bulletin board on Writings and Publishing industry careers.	Occupational Outlook Handbook.

CAREER INVESTIGATIONS

A series of activities are listed for each of the three components of this unit: Self; Wide, Wide World of Work; and Career Plans and Tools. Those activities selected for use would vary according to the way the course is administered i.e. as a mini-course, an independent study contract, or as a unit within Communications II, or Directed Reading. Evaluation would also vary accordingly.

Those activities marked with an asterisk * are best suited for a group or mini-course approach.

I. Self

A. How I See Myself

1. Write a paper on "Who I Am and How I Got Here."
2. Do a personal inventory of strengths and weaknesses.
3. Write about 10 things I'm good at.
4. Write a description of the person I would like to become.
5. Fill out Personal Data Form.
6. Make a list of social needs.
7. Use Self-evaluation Law and Personality check-list.
8. Exercises from Values Clarification Handbook.
9. Values List.
10. Complete "Test Your Own Career" aptitudes.

B. How I See Others

1. Fill out "About Myself" rating sheet.
2. Do Sentence Completion Test.
3. Broken Squares Exercise.
4. Peer Perceptions Exercise.
5. Note-passing activity, (see C.W.).
6. Exercises from Values Clarification Handbook.

C. How Others See Me

1. Use Peer Evaluation Form.
2. Complete analysis of Personal Behavior Ways.
3. Note-passing activity, (see C.W.).
4. Exercises from Values Clarification Handbook.

II. The Wide, Wide World of Work

A. The Wide World of Work

1. Field trip to a variety of work stations determined after surveying student interests.

2. Guest Speaker.
3. Survey students as to how many jobs they can name, how many of these have they actually observed.
4. Students spend ½ day on the job with a parent and report on the experience.
5. Students report on their own experiences of summer or part-time jobs.

B. Jobs and Lifestyles

1. Complete job search, (see Appendix).
2. Small group of students research a job cluster and present information to class or develop an audio-visual presentation.
3. Fill out Lifestyle sheets on at least 3 different jobs.
4. Research one job that students wouldn't like, then, report on value to individual and to society; be be sure to interview.

C. The Future World of Work

1. Make a list of job openings listed in the Milwaukee Journal, (or any other major paper).
2. Discuss which jobs will be obsolite in 10 years.

III. Life Plans and Tools

A. Job Acquisition Skills

1. Fill out application blanks (job or college) and have classmates evaluate from employer's point of view.
2. Students role-play employer-applicant interview.
3. Ask several community employers to come in and interview students. Students will have to fill out an application form to be interviewed. Interviews could be video-taped and evaluation made.
4. Have representation from State Employment Service speak on finding a job.
5. Students write 2 letters of application.
6. Students complete a personal data sheet.
7. Make a list of attitudes that would enhance employability.
8. Complete work habits and personality Rating Sheets.

B. Career Plans (Education, Training, and Experience)

1. Visit guidance counselor to discuss interests, aptitudes, and opportunities and fill out evaluation sheets.

2. Go through Career Games Kit.
3. Take interest inventory or aptitude tests recommended by counselors--report what you learned (ASVAB, DAT, Ohio Interest Survey).
4. Trace the career development of an individual in in a specific field (interview or biography).
5. Play Life Career Game--use evaluation check sheet.
6. Discuss what would be "really" important about as far as work outcomes concerns.
7. List competencies needed for job(s) interested in and how they can be acquired.

C. After Work, What?

1. View and discuss Leisure Time: Busy or Bored, Eye Gate.
2. Analyze parent's leisure time activity.

JOB SEARCH

1. Fill out a card on at least 10 jobs in at least 3 different career clusters. Include the following information:

   Educational requirements
   Experience requirements
   Personality requirements
   Physical requirements
   Hours involved
   Geographical location
   Implications for leisure time
   Wages
   Job security
   Opportunity for advancement
   Supply and demand
   Future
   Personal rewards
   Social Status

2. Pick 3 of the jobs above and interview someone who is doing that job. Report what you learned. Be sure to include the following:

   Why do people work at this job?
   What do people like about this job?
   What don't they like?
   What do other people think about this job?
   What is the future of this job?
   What do they do when they're not at work?

3. Pick the one career of the 3 that you will most likely pursue. Talk to at least 3 people employed at that job or shadow for a day. Then develop a booklet or audio-visual presentation that will include everything you know about the job, how it is suited for you, and how it will affect your life style.

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Second Effort. Publisher, Dartnell Corporation. Film. 28 min.-$350.00. 1973. Level: 12-14.

Selling - The Great Career. Publisher, Dartnell Corporation. Filmstrips, records, sound tapes. multi-media - $350.00 Up to date. Level: 9-14.

Success Insurance and Success Insurance In a Man's World. Publisher, Milady Publishing Corporation. Pamphlets. 28 pp. - $1.65. 1965. Level: 9.

Take a Good Look. Publisher, National Retail Merchants Assoc. Filmstrips. 13 minutes - $95.00. Level: 10-12.

Your Career in Public Relations. By Jody Donohue. Publisher, Julian Messner. Reference book. 178 pp. - $3.95. 1967. Level: 12.

Your Career in the Lodging Industry. Publisher, Educational Institute of the American Hotel and Motel Association. Pamphlets. 32 pp. - Free. 1973. Level: 12.

Your Future in Successful Service Station Management. By, National Cash Register Company. Publisher, National Cash Register Company. Reference Book. 53 pp. - $1.25. 5 for $3.75. 1971. Level: 15.

Changing Patterns of Nursing Practice. By, Edith P. Lewis. Publisher, American Journal of Nursing. Reference book. 350 pp. - $5.00. Level: 14.

Coronet Filmstrips--"Jobs in Health Service". Publisher, Graphic Educational Systems, Inc., Coronet Films. Teacher guide, filmstrips, programmed learning materials, records, study guide. 8 filmstrips, 4 records, or 8 filmstrips, 8 cassettes - $55.00. 1971. Level: 11-12.

Educational Programs in the Health Fields. By, American Hospital Association. Publisher, American Hospital Association. Pamphlets. 32 pp. 30¢ each. up to date. Level: 11 and up.

Health Careers Kit. Publisher, Careers, Inc. Kit. 120 Career Pamphlets - $37.20 $6.45/year to update cards. Level: 16.

Horizons Unlimited. Publisher, American Medical Association. Pocket book. 134 pp. - $0.60. 1971. Level: 16.

The Hospital Story. Publisher, Trainex Corporation. Teacher guide, Filmstrips, Sound tapes. multi-media kit - $65.00 1969. Level: 10-13.

Introduction to Health Professions. By, Odgers and Wenberg. Publisher, C. V. Mosby. Reference book. 221 pp. - $4.95. 1972. Level: 12 and up.

Jobs in Health. Publisher, Sterling Educational Films. Films. 11 minutes - $135.00. 1972. Level: 11-12.

The Nurse's Aide. By, Donovan, Belsjoe, Dillon. Publisher, McGraw-Hill Book Co. - Blakiston Division. Teacher guide, textbooks. 415 pp. - $5.20. 1968. Level: 12.

The Nursery School. By, Katherine H. Read. Publisher, Saunders. Reference Book. 390 pp. - $7.00. 1971. Level: 9.

Teaching Topics From 1L1 and H11. Publisher, Institute of Life Insurance. Periodicals. 8 pp. - Free. Revised yearly. Level: 11-12.

Understanding Human Behavior. By, Mary Milliken. Publisher, Delmar Publishers. Reference Book. 224 pp. - $3.00. 1974. Level: 12.

Vocations - Medical Careers. Publisher, AIMS Instructional Media Services, Inc. Filmstrips, Pamphlets. 10 filmstrips - $110.00 Level: 9-10.

You Be the Doctor. Publisher, American Osteopathic Association. Film. Cannot buy. May be rented-pay shipping charges. Level: 11-14.

American Trucking Association Career Kit. Publisher, American Trucking Association, Inc. Career Kit. kit - free. 1972. Level: 12.

Automotive Service Business: Operation and Management. By, William H. Crouse. Publisher, McGraw-Hill. Textbook. 146 pp. - $4.95. 1973. Level: 11-12.

Careers in the Building Trades. Publisher, Coronet Films. Film. Black and white (11 min.)--$65.00, Color--$130.00 Up to date. Level: 11-12.

Carpentry - Study Guide. By, R. W. Battenberg. Publisher, American Technical Society. Study Guide. 108 pp. - $1.80. 1970. Level: 10-12.

Is a Career in Machining For You? By, Hopke, Faust, Cote, and Atkins. Publisher, Counselor Films, Inc. Film. 15.5 min. $205.00. Level: 7-12.

Jobs in Printing. By, James E. Ryan. Publisher, Coronet Films. Filmstrips, records, and handbook. 8 filmstrips/4 records--$60.00 or 8 filmstrips/ 4 cassettes extra handbooks (lots of 10)--$3.00. 1972. Level: 9-12.

National Coal Association Career Kit. Publisher, National Coal Association. Career Kit. up to date. Level: 7-12.

Study Guide For Beauty Culture Theory. By, Constance V. Kibbe. Publisher, Milady Publishing Corporation. Theory study guide. 152 pp.--$5.00. 1967. Level: 11.

Being a Housekeeping Aid--Training the Housekeeping Aid. By, Hospital Research and Educational Trust. Publisher, Robert J. Brady Company. Teacher guide, student manuals, and teacher developed materials (final exam, lesson plans, etc.). Student 308 pp.- $4.50 Instructor 218 pp.- $4.50. Level: 10.

Being a Ward Clerk--Training the Ward Clerk. By, Hospital Research and Educational Trust. Publisher, Robert J. Brady Company. Teacher guide, student manuals, teacher developed materials and textbooks. Student 290 pp.--$4.50 ea. Instructor 278 pp.--$4.50 ea. 1972. Level: 11.

Career Planning for Child Care. By, Leni Donaldson. Publisher, Salt Lake School District. Learning activity packages and "concept cards". 165 pp.-$3.00. Level: 10.

Careers in Hotel Management. By, Virginia B. McDonnell. Publisher, Julian Messner, Inc./Division of Simon & Schuster, Inc. Reference book. 190 pp. - $4.50. 1971. Level: 11.

Chef Herman's Story--How We Started Students on Successful Food Service Careers. By, Herman A. Breithaupt. Publisher, Cahners Books, Division of Cahners Publishing Co. Reference book. 241 pp. - $12.95. 1972. Level: 11 and up.

Child Care Aide. Publisher, Texas Tech. University. Teacher guide, programmed learning materials, student manuals, and teacher developed materials (tests and answer books) Teacher: $10.00 Student: $6.50. 1969. Level: 11.

Clothing--A Comprehensive Study. By, Hazel Thompson Craig. Publisher, J. B. Lippincott Co. Textbook. 468 pp. 1968. Level: 12.

Dietitian Aide. Publisher, Texas Tech. University. Teacher guide, programmed learning materials, student manuals, and teacher developed materials. Teacher: $10.00, Student: $6.50. 1969. Level: 10.

Fashion: A Visual History. Publisher, Visual Aids Studio. Filmstrips. 5 filmstrips - $35.00. 1972. Level: 11.

Fashion and You. Publisher, Visual Aids Studio. Filmstrips. 3 filmstrips--$21.00 for all 3. 1964. Level: 9.

Fashion As a Career. By, Edith Heal. Publisher, Simon and Schuster, Inc./Julian Messner Division. Reference book. 190 pp. - $3.95. 1966. Level: 12.

Food Service Employee. Publisher, Texas Tech. University. Teacher guide, programmed learning materials, student manuals, and teacher developed materials. Teacher: $10.00, Student: $6.50. 1969. Level: 12.

Food Service Industry--Training Programs & Facilities. By, U.S. Department of Health, Education & Welfare. Publisher, U.S. Government Printing Office. Booklet. 138 pp.--Free. 1961. Level: Teacher material.

Housekeeping Management Assistant. Publisher, Texas Tech. University Teacher guide, programmed learning materials, student manuals, and teacher developed materials. Teacher: $7.00, Student: $4.50. 1969. Level: 11.

Is a Career in the Hotel or Motel Business For You? Publisher, Counselor Films, Inc. Film. 14 min.--$200.00, rent $30.00 per week. Level: 7-12.

Opportunities in Clothing. By, Irene McDermott and Jeanne L. Norris. Publisher, Chas. A. Bennett Co. Textbook. 350 pp. - $5.88. 1972. Level: 12.

The Professional Chef. By, The Culinary Institute of America, Inc. and the Editors of Institutions Magazine. Publisher, Institutions Magazine. Reference book. 354 pp. - $15.00. 1967. Level: 10.

Six Keys to Being a Better Waitress. Publisher, Restaurant/Hotel Aids. Teacher guide, sound tapes and tests. 4 pp. Cassettes - $24.95. 1972. Level: 10-12.

Today's Busboy. Publisher, Chain Store Publishing Corporation. Programmed learning materials. 140.pp. - $1.90. 1971. Level: 9.

Today's Waitress. Publisher, Chain Store Publishing Corporation. Programmed learning materials. 200 pp. - $1.90. 1971. Level: 9.

You, The Waitress. By, Pauline Shaffer. Publisher, California State Polytechnical College. Teacher guide and filmstrips. 65 frames--$7.50, Additional script--$1.00. Up to date. Level: 11-12.

Career Awareness: Law Enforcement. By, Miller Productions, Inc. Publisher, AIMS. Teacher guide, fims, student manuals. 11 min. - $180.00 Rental: $13.00. 1973. Level: 9-12.

Career Education, Automation. By, Fred W. Bond, Elton R. Lash and Rex Reynolds, Jr. Publisher, Allied Education Council. Student manuals and worktext. $1.95. 1972. 8-12.

Career Information Leaflets. Publisher, National Career Center. Pamphlets. leaflet - free. Level: 12.5.

The Choice is Yours. Publisher, ACI Films, Inc. Film. 13 minutes - $180.00. 1972. Level: 8-12.

Choosing Your Job. Publisher, Delmar Publishers. Programmed learning materials, student manuals. 52 pp. - $1.05. 1970. Level: 8-12.

Discovering Yourself. By, Marjorie G. Cosgrove and Irma Unruh. Publisher, SRA, Inc. Manuals, teacher idea/awareness book. 72 pp. - $2.40. 1969. Level: 7-9.

Family Development Series: Being an Informed Citizen. By, Stephen S. Udvari. Publisher, Steck-Vaughn Company. Student manuals. 79 pp. - $1.44. 1973. Level: 8-12.

Family Development Series: Understanding Yourself. By, Stephen S. Udvari. Publisher, Steck-Vaughn Company. Student manuals. 95 pp. - $1.44. 1973. Level: 10-12.

Family Development Series: Working With Others. By, Stephen S. Udvari. Publisher, Steck-Vaughn Company. Student manuals. 80 pp. - $1.44. 1973. Level: 10-12.

Finding and Holding a Job. Publisher, Delmar Publishers. Programmed materials. 52.pp. - $1.05. 1970. Level: 8-12.

Finding a Job Through the Newspaper. Publisher, Delmar Publishers. Programmed learning materials, student manuals. 48 pp. - $1.05. 1970. Level: 8-12.

Getting a Job. By, Florence Randall. Publisher, Lear/Seigler--Fearon Publishers. Student manuals. 89 pp. - $2.01. 1968. Level: 8-11.

Getting Applications Right. By, Jeri Schapiro. Publisher, Scholastic Book Service. Transparencies, ditto masters. 8 transparencies - $4.50. 1973. Level: 8-11.

How School Helps to Prepare you for Advancement. Publisher, Educational Projections Corporation. Filmstrips, study guide, student manuals, multi-media learning kits. Multi-media - $22.80. 1970. Level: 8-9.

How To Get a Job. By, William A. Fraenkel, Ph. D. Publisher, President's Committee on Employment of the Handicapped. Student manuals. 28 pp. - $.35. Level: 6-12.

Is a Career in Electronics Manufacturing for You? Publisher, Counselor Films, Inc. Film. 14-16 min.--$200.00, $30.00 per week as rental. Level: 7-12.

Job Attitudes: Why Work At All? Publisher, Guidance Associates. Teacher guide, filmstrips, records. 1 set - $19.50. 1971. Level: 10-12.

The Job Box. Publisher, Lear Siegler, Inc., Fearon Publishers. Individual boxed briefs in a resource module. 8-page booklet--$45.00. Level: 2-3.

Job Experience Kits. Publisher, Science Research Associates, Inc. Study guide, student manuals and learning activity packages. 20 kits--$40.00. 1970. Level: 7.

Job Survival Skills Program. Publisher, Singer/Society for Visual Education, Inc. Filmstrips and sound tapes. Total program kit - $449.95, Each filmstrip - $8.00, Each cassette - $6.00. Level: 7-12.

Jobs and Gender. Publisher, Guidance Associates. Teacher guide, filmstrips, and records. 2 filmstrips & 2 records--$37.50. 1971. Level: 7-12.

Jobs: An Updated Look Into the Future. By, Changing Times. Publisher, The Kiplinger Magazine. Teacher guide, pamphlets, transparencies. 4 pp. - $8.00. 1971. Level: 10-12.

Jobs in Small and Major Electric Appliance Repair. Publisher, Sterling Educational Films, Inc. Film. $90.00. 1970. Level: 8-11.

Jobs in the Automotive Trades. By, U.S. Dept. of Labor with U.S. Employment Service. Publisher, Sterling Educational Films, Inc. Film. 10 min.--$135.00. 1970. Level: 11-12.

Jobs in Your Future Scope/Job Skills I. By, Miriam Lee. Publisher, Scholastic Book Services. Worktext. 96 pp. - 90¢. 1973. Level: 9-11.

Knowledge Needed to Obtain Work. By, Thomas J. Jacobson. Publisher, Science Research Associates. Transparencies. 64 transparencies--$50.00. 1973. Level: 9+.

Now, At Last, Better Jobs For Women. By, Changing Times. Publisher, The Kiplinger Magazine. Teacher guide, pamphlets, transparencies. 3 pp. - $10.00. 1972. Level: 10-12.

Orientation to Employment. Publisher, Instructional Materials Laboratory--University of Texas. Study guide. $3.00. 1972. Level: 11-12.

Retail Salesclerk--Yardgoods. By, Clarion House. Publisher, Follett Educational Corporation. Student manual. 32 pp. - 75¢. 1967. Level: 5.

SRA-Widening Occupational Roles Kit. Publisher, SRA - Chicago. Teacher guide, filmstrip, programmed learning materials, reference book, pamphlets, study guide, student manuals, sound tapes, teacher developed materials, transparencies. kit - $180.00. 1972. Level: Upper elementary and up.

Service Station Attendant. By, Clarion House. Publisher, Follett Educational Corporation. Student manual. 32 pp. - 75¢. 1968. Level: 7.

What To Do After High School. By, Charles G. Spiegler, Wm. B. Reiner. Publisher, SRA. Student manuals. 75 pp. - $2.59. 1971. Level: 10-12.

Working Makes Sense. By, Charles H. Kahn and J. Bradley Hanna. Publisher, Lear Siegler, Inc., Fearon Publishers. Student manuals. 112 pp. - $1.80. 1973. Level: 2-3.

Your Future As An Airlines Steward/Stewardess. By, Lyman Randall. Publisher, Richards Rosen Press, Inc. Reference book. 160 pp.-$3.99. 1973. Level: 9-14.

About Getting A Job. Publisher, Channing L. Bete Co. Booklet. 15 pp. - $1.00. 1973. Level: 11-12.

Activities for Succeeding in the World of Work. By, Grady Kimbrell and Ben S. Vineyard. Publisher, McKnight and McKnight. Student manuals. 265 pp. - $1.98. 1972. Level: 12.

Applying for a Job. Publisher, Sterling Educational Films, Inc. Film. 12 minutes - $135.00. 1970. Level: 10-12.

Aptitudes and Occupations. By, Education Collaborator - E. G. Williamson, Ph. D. Publisher, Coronet Films. Film. 16 minutes, B & W-$97.50, Color-$195.00. 1964. Level: 11-14.

Are You Ready For a Job? By, Charles Cahill and Associates Release Producers. Publisher, Distributed by Aims Instructional Media Services, Inc. Films. 10-12 minutes, $125.00 (color), Rental: $15.00. 1968-69. Level: 8-12.

Awareness--Insight Into People. By, Educational and Consumer Relations Department. Publisher, J. C. Penney Company, Inc. Filmstrips, records, student manuals, and learning activity packages. Multi-media - $11.50. 1970. Level: 9.

Career Decisions: Finding, Getting, and Keeping a Job. Prepared by, Education and Consumer Relations Department. Publisher, J. C. Penney Company, Inc. Teacher guide, filmstrips, pamphlets, records, study guide, multi-media learning kits, transparencies. multi-media - $11.00. 1971. Level: 10.

Career Education Program, Vols. I, II, III. By, I, Charles W. Ryan; II, Glenn A. Saltzman; III, H. Eugene Wysong. Publisher, Houghton Mifflin Co. Teacher guides, pre-printed duplicated masters for classroom use and sample letters for obtaining other resources for class and program. 3 ring-binder books $15.00 each. 1973. Level: Teacher material.

Career Exploration and Planning. By, Bruce Shertzer. Publisher, Houghton Mifflin Company. Teacher guide, student manuals. 122 pp. workbook - $4.80, 74 pp. teacher guide - $1.50. 1973. Level: 8.

Career Information Kit. By, A. H. Edgerton. Publisher, Science Research Associates. Career information kit. 600 information sheets - $246.00. 1971. Level: 9.

Career World: Publisher, Curriculum Innovations, Inc. Programmed learning materials, reference book, textbook, periodical, study guide, student manual. 30 pp. - $2.95. 1974. Level: 8-12.

Careers in Depth. By, John R. Rider. Publisher, Richards Rosen Press, Inc. Reference books, pp. varies - $3.99 each. 1971. Level: 8-12.

Charm and Poise for Getting Ahead. By, Ruth Tolman. Publisher, Milady Publishing Corporation. Textbook. 423 pp. - $6.30. 1972. Level: 9.5.

Consumer Education in an Age of Adaptation. By, Sally R. Campbell. Publisher, Sears, Roebuck and Company. Teacher guide. 105 pp. $2.00. 1971. Level: Teachers only.

Counseling for Career Development. By, E. L. Tolbert. Publisher, Houghton Mifflin Company. Teacher Text. 340 pp. - $9.95. 1974. Level: Teachers.

Desk-Top Career Kit. By, Joint effort. Publisher, Careers. Teacher guide, programmed learning materials, reference book, records, and study guide. 1,000 career items--$135.00. updated yearly. Level: 12.

Discovery--A Career Education Program. By, Prepared in cooperation with Visual Education Corporation. Publisher, Scholastic Book Services. Teacher guide, filmstrip, student manuals, multi-media, sound tapes. multi-media (cassettes)-$135.50, multi-media (records)-$119.50. 1974. Level: 7-10.

Eastman Kodak Packet on Careers. Publisher, Eastman Kodak Company. Pamphlets. 5 brochures - $1.00 per 50. up-to-date. Level: 11-12.

Emotions & Social Attitudes. By, Drs. A. W. Blue, W. R. Looft, D. M. McMillian. Publisher, Creative Visuals. Teacher guide, transparencies. 23 transparencies - $43.00. 1969. Level: 8-12.

Employment Outlook for Forty-Five Selected Occupations. Publisher, State of Illinois, Department of Labor. Reference book. 48 pp. - free. 1973. Level: 10-12.

Finding Your Job. Publisher, Finney Company. References books. 60 pp. - 5 books - $24.50 per set. 1973. Level: 7.

Handbook for Young Workers. By, U.S. Department of Labor. Publisher, Bureau of Labor Standards, U.S. Government Printing Office. Pamphlets. 29 pp. - 20¢. 1965. Level: 12.

Handbook of Job Facts. By, Carole J. Lang. Publisher, SRA. Reference book. 300 Occupations - $5.75. 1972. Level: 12.

Hire an Employment Agency to Find You a Job? By, Changing Times. Publisher, The Kiplinger Magazine. Teacher guides, pamphlets, transparencies. 4 pp. - $8.00. 1971. Level: 11-12.

Increase Your Career Power. Publisher, Universal Education and Visual Arts. Programmed learning materials, student manuals, sound tapes. 39 pp. - $9.98-set. 1973. Level: 12.

Job Experience Kits. Publisher, Science Research Associates. Study guide and learning activity packages. 20 kits - $140.00. 1970. Level: 8-10.

Job Hunting: Where to Begin. Publisher, Guidance Associates. Teacher guide, filmstrips, records. multi-media - $37.50. 1972. Level: 9-10.

Job Orientation. By, Harry R. Moon. Publisher, Miledy Publishing Co. Kit - $2.76. 1973. Level: 11.

Keys: Career Exploration. Publisher, Science Research Associates. Teacher guide, filmstrips, sound tapes, manual. multi-media - $106.00. Additional career manual - $1.08. 1972. Level: 6-13.

Making Value Judgements. By, Carl A. Elder. Publisher, Charles E. Merrill Publishing Co. Teacher guide, textbook. 186 pp. - $2.25. 1972. Level: 10.

New Career Education Program. Publisher, Colonial Films. Filmstrips, programmed learning materials, sound tapes. $197.40. 1973. Level: 9 and up.

New Careers For the Subprofessional. By, Bernard Yabroff and Marc A. Matland. Publisher, U.S. Department of Health, Education, and Welfare. Pamphlets. 23 pp. - 30¢. 1970. Level: 10 and up.

Occupational Essentials: Skills and Attitudes for Employment. By, David J. Richter. Publisher, H. C. Johnson Press, Inc. Teacher guides, reference book, student manuals. 188 pp. - $25.00. 1972. Level: 10.

Occupational Guidance. Publisher, Finney Company. Reference books. 100 pp. - 8 books - $43.50 per set. 1971. Level: 11-12.

Occupational Guide Indexes. By, State of California. Publisher, Department of Human Resources Development. Occupational briefs. Briefs - free. up-to-date. Level: 11-12.

Occupational Exploration Kit. By, Laurence L. Belanger. Publisher, Science Research Association. Career information library kit. 400 4-page briefs-$123.00. 1971. Level: 10.

Occupational Manpower Requirements--Projections for Illinois 1960-1975. Publisher, Illinois State Employment Service. Reference book. 21 pp. - free. 1970. Level: 11-12.

Oklahoma Cooperative Vocational Education--Curriculum Material--A Basic Course of Study. By, Ronald Meek. Publisher, Oklahoma State Board of Vocational and Technical Education. Teacher developed materials (behavioral objectives, teacher and student activities, information sheets, visual aids, tests, and answers). 553 pp. - $10.00. 1971. Level: teacher guide.

On the Job. By, Joseph L. Norton. Publisher, J. G. Ferguson Publishing Company. Reference book and textbook. 257 pp. - $7.95. 1970. Level: 10-12.

Personal Development for Girls. Publisher, The Instructional Materials Laboratory, University of Texas. Study guide, student manuals. 146 pp. 1968. Level: 9.

Personal Development for Young Men. Publisher, Instructional Materials Laboratory--University of Texas. Study guide, student manual, answer book. 119 pp. 1968. Level: 11.

Personality Development for Business. By, Allien R. Russon. Publisher, South-Western Publishing Co. Reference book, textbook. 248 pp. - $4.40. 1973. Level: 10.

SRA Occupational Briefs. Publisher, Science Research Associates, Inc. Occupational briefs. 400 briefs - $97.00. 1973. Level: 11.

Succeeding in the World of Work. By, Grady Kimbrell and Ben S. Vineyard. Publisher, McKnight and McKnight. Textbook. 484 pp. - $5.97. 1970. Level: 12.

Why Work? Publisher, Vocational Films. Film. 12 minutes - $150.00, Color, Rental - $15.00. 1973. Level: 8-12.

Working in a Service Industry. By, Raymond J. Grandfield, Ed.D., and Fay Gold. Publisher, Fairchild Publications, Inc. Student manual. 145 pp. - $2.25. 1972. Level: 8-11.

You and Your Job Series (Applying for a Job). By, Rath, Patricia Mink, Ralph E. Mason, Lloyd J. Phepps. Publisher, The Interstate Printers and Publishers, Inc. Programmed learning materials, study guide. 72 cards - $3.45. 1968. Level: 9.

You and Your Job Series (Succeeding on the Job). By, Rath, Patricia Mink, Ralph E. Mason, Lloyd J. Phepps. Publisher, The Interstate Printers and Publishers, Inc. Programmed learning materials, study guide. 102 cards - $3.45. 1970. Level: 10.

You and Your Job Series (Supervising on the Job). By, Rath, Patricia Mink, Ralph E. Mason, Lloyd J. Phepps. Publisher, The Interstate Printers and Publishers, Inc. Programmed learning materials, study guide. 93 cards - $3.45. 1971. Level: 10.

Your Job Series. By, Daniel H. Kruger. Publisher, Coronet Films. Films. 6 films - color-$175, B & W-$87.50. 1968. Level: 9-12.

The following is a suggested guide for career education implementation in the Waupun High School communications department. It reflects the career education workshop's philosophy that an awareness of self is vital to the secondary student.

Literature and writing units currently being utilized place emphasis on an understanding of self, a recognition of man's worth, and a realization of individual differences. Present curriculum materials also are aimed at an analysis of a changing society and the necessity of individual flexibility. This guide does not include material on the basic communications skills as they would pertain to specific occupations or professions. It is assumed that Language Arts teachers continuously indicate the necessity and desirability of competency in oral and written communication, thus precluding the inclusion of this material in this guide.

Grade 9 Communications I

Concepts:
1) The student should appraise and understand his own abilities, interest, attitudes, values, strengths, and limitations,
2) Education and work are interrelated.
3) Job characteristics and individuals must be flexible in a changing society.

Objective: The student should understand how advertising agencies representing the world of work use radio, television, and magazines to sell their products.

Activity: Panel discussion of the role of advertising agencies in selling their products with secondary emphasis on jobs and occupations in the advertising industry.

Resources:
1) Video tapes of television advertisements
2) Cassette tapes of radio commercials
3) Copies of Consumer's Report
4) Classroom teacher

Learning Outcome:
The student should understand the relationship between the advertising media and the number and variety of jobs made available through the promotion of products.

Evaluation: Teacher evaluation of the effectiveness of the panel and the research done by its member.

Grade 10 Communications II

Concepts:
1) An understanding and acceptance of self is important throughout life.
2) Individuals differ in their abilities, attitudes, and values.

Objective: The student should appraise his own abilities, interest, attitudes, and values; organize self appraisal information into categories of strengths and limitations; appraise and accept his best qualities; understand and accept his limitations.

Activity:
1) Students should rate themselves as to their own personal characteristics such as: creativity, originality, sense of humor, poise, neatness, curiostiy, industry, cooperation.
2) Students should obtain similar evaluation from their parents, teachers, and friends. Evaluations can be compared for self-analysis and self-improvement. Each can write a composition entitled "My Personality", "How I Can Improve Myself", or "How I See Myself".
3) Writing unit: The student should write about the effect on their lives of such influences as: their home and family life, their friends and neighbors, their jobs, their cultural interest, their country and its politics, the social problems of their time, their education,
4) Theme assignment on self analysis: What Has Influenced Mr Most; How My Surroundings Affect Mr.
5) As a part of the composition unit, write a theme "Myself as a Car". In this theme, the student should describe himself in terms of a motor vehicle, including year, model, body style and color, accessories and main usage.
6) Independent study projects using the filmstrips and record as a basis for self awareness.

Resources:
1) Classroom Teacher
2) Career filmstrips No. 10 & 11 "What are your problems?" and "Discovering your real interests".
3) Record: (No. 10) "Understanding education, parents, and self."
4) Observation of their environment by seeking causal factors affecting their personalities
5) Career filmstrips: No. 5 "Let's Look at Careers," No. 6 "How to Make a Career Decision", No. 8 "Look at Your Future".

continued on next page

Communications II continued

Learning Outcome:

The student should:

1) appraise and accpet his own abilities, interest, attitudes, and values.
2) organize self-appraisal information into categories of strengths and limitation.
3) develop a self-concept that will help bolster his self esteem, yet allow him to be aware of his deficiencies.
4) list those factors that most affect his attitudes and values.
5) establish his own self image
6) develop a self-concept that he can find acceptable.
7) grow and mature through his search for identity.

Evaluation: Teacher evaluation of student self-evaluations
Student evaluation of self. Teacher evaluation of student's observation.
Teacher evalution of the theme by giving a grade on content and a grade on writing skills and techniques.

Grade 10 Coummunications II

Concepts:
1) Education and work are interrelated
2) Individuals are responsible for their career planning.

Objective: The student should be aware of the procedure used in job interview; be cognizant of the information and skills needed to complete a successful interview; understand the oral communication skills used in practical situations.

Activity:
1) As a class watch and discuss the filmstrip, "How to Prepare a Personal Interview."
2) A personnel manager discusses what information he wants, attitudes he looks for, appearance, etc. (Present live and videotape for (after use.)
3) Divide into pairs to work on and present interviews by role-playing personnel manager and applicant. Office setting to be used. Applicant will dress appropriately.
4) Video-tape student interviews to allow each person to evaluate his performance.

Resources:
1) classroom teacher
2) local personnel manager (s)
3) a-v director
4) filmstrip Soc. St. 12: "spotlight on You - how to prepare a personal interview"
5) Career filmstrips.#2 "selling Yourself to an Employer"; No. 7 "How to get a job and Keep it"

Learning Outcome:
The student should know the information that he must collect for a job interview; apply the communication skills used in a successful interview; realize the dress appropriate for a job interview.

Evalutation: Teacher evaluation of the content and oral performance used in the interviews. Class determination of whether the applicant would "get the job."

Grade 10 Communications II

Concepts:
1) Individuals differ in their interests, abilities, attitudes, and values.
2) Persons need to be recognized as having dignity and worth.

Objective: The student should realize that hobbies and other interests can lead to leisure enjoyment and a possible career; realize that the lives of famous historical personages were influenced by childhood interest, hobbies, and subsequent adult careers.

Activity:
1) Research and an oral report or demonstration speech about a hobby or special interest field
2) Students could read a biography from a prepared list and write sketches showing personal characteristics and traits of those Americans in the past and present.
3) Independent work with filmstrips and record.

Resources:
1) Library & librarian
2) Classroom teacher
3) Filmstrip: career #4 "Pioneer Professions"
4) Record: Ed. #17 "High School curriculum for life adjustment"

Learning Outcome:
The student should realize that hobbies and other interests can lead to leisure enjoyment and a possible career. Leisure time adequately employed can lead to a more satisfactory life; be cognizant of the fact that many great lives were influenced by seemingly insignificant environmental changes and varying maturing interest.

Evaluation: Effectiveness of class discussion and completed reports. Teacher observation. Teacher evaluation of student sketches.

Grade 10 Communications II

Concept: Education and work are interrelated.

Objective: The student should be aware that good written communication is essential in the world of work.

Activity:
1) Write a basic business letter
2) Write the following business letters:
   - -request for information
   - -order merchandise
   - -request adjustment
   - -application for a job
3) Write a re'sume'
4) Fill out the following forms:
   - -job application blank
   - -social security card application
   - -withholding tax form
   - -W-2 form
   - -timecard
   - -Performance review

Resources:
1) Warriner's grammar text
2) modern business manuds
3) 17 overhead transparencies: "Career Preparation: Forms and Terms"
4) Soc. St. filmstrip No. 2 "Business Methods for Young People"
5) "Want Ad" section of newspapers of magazines
6) Ed. Record No. 12 "Education, the foundation of business"

Learning Outcome:
The student should be able to read the want ads; be able to write or type a concine, neat, well-expressed business letter; be able to fill out a job application with necessary information.

Evaluation: Teacher and student evalution of letters and forms (use opaque project for class viewing of forms.)

Grade 11 American Literature

Concept: Persons need to be recognized as having dignity and worth.

Objective: The student should realize that a person has rights and dignity in his work, (self); appraise his own attitudes and abilities in regard to his self-worth; understand and appraise his own attitudes and abilities in regard to his self-worth; evaluate present day society to discover the place of the common man.

Activity:

1) While studying the Modern Short Stories unit, the teacher should emphasize this concept in stories such as "Neighbor Rosicky" (human value), "Land" (dignity), The Hack Driver (human craftiness,) and The Leader of the People (differences in generations and values).
2) Read, evalute, and discuss Henry David Thoreau's essays Walden and Civil Disobedience.
3) Small group discussion on "What Government is Best for Man".
4) Short theme on "A 20th Century Hermit".
5) Read, evaluate, and discuss Ralph Waldo Emerson's essay Self Reliance. Class discussion on why Emerson thinks youth is important. Short theme on "If" Emerson Were Alive Today.

Resources:

1) Classroom teacher
2) Records: Sto. #167 "Walden,"
3) Adventures in Modern Literature
4) Adventures in American Literature

Learning Outcome:

The student should:

1) understand that there is dignity in every chosen field and that every individual has rights; relate more positively to a democratic society.
2) understand the role of the individual in a changing society; recognize that he can achieve dignity and worth through his own activities and ideas; relate more positively to a democratic society; comprehend that many attitudes or philosophies may be timeless and apply to the individual during any age.

Evaluation:

1) Teacher evaluation of class discussion.
2) Unit test
3) Two short quizzes to test reading and understanding.
4) Unit test upon completion of all reading, discussion, and writing.
5) Teacher observation of small group discussion.
6) Evaluation and grading of themes for both content and writing skills.

Grade 11-12 Developmental Reading

Concept:
1) An understanding and acceptance of self is important throughout life.
2) Job characteristics and individuals must be flexible in a changing society.

Objective: The student should be aware that society is in a constant state of flux; be aware that all ages have common emotional needs; be aware of respect for another's individual rights.

Activity:
1) Panel discussion of students and selected speakers:
   - -a former high school graduate who will discuss how his ideas have changed since high school.
   - -school psychologist or counselor who will discuss emotional needs of all ages.
   - -a parent who will discuss his understanding of the "generation gap".
2) General class reaction to speakers and panel of students.
3) Role playing: parent-child; teacher-student; teenager-elderly person.
4) Theme: I Remember When; A Changing Me; Society Rejects Both; Youth and Age; Changing Values.

Resources:
1) The Pigman, Zindel
2) Strawberry Statement, Kunen
3) Future Shock, Toffler
4) Classroom teacher
5) Student speaker
6) Counselor
7) Parent

Evaluation: Written evaluation of panel discussion and speakers. Three short quizzes to test reading and understanding. Teacher's evaluation of themes for content and skills. Unit test.

Grades 11-12 Developmental Reading

Concept: An understanding and acceptance of self is important throughout life.

Objective: The student should:

1) be aware that each individual is physically and psychologically different and that this individuality is constantly changing.
2) be aware that each individual is constantly experiencing and making decisions based upon an awareness of his own developing self-concept.

Activity:

1) Panel discussion:
   In a serious conflict how can we separate minor irritations from the real issues of difference?
2) Group character analysis of Gene and Phineas from A Separate Peace.
3) Short theme on Peace Is An Individual Thing or "The Significance of the Novel's Title".

Resources:

1) A Separate Peace Knowles
2) Classroom teacher.

Evaluation:

1) Unit test upon completion of all reading, discussion, and writing.
2) Teacher evaluation of panel and group discussions.
3) Teacher evaluation of the theme for content and for writing skills and techniques.

Grades 11 & 12 American Literature

Concept:
1) An understanding and acceptance of self is important throughout life.
2) Persons need to be recognized as having dignity and worth.
3) Individuals differ in their interests, abilities, attitudes, and values.
4) Job characteristics and individuals must be flexible in a changing society.
5) Education and work are interrelated.

Objective: The student should:
1) begin to develop an awareness that there is a continuous interaction between his knowledge and acceptance of self and what he will become.
2) establish positive opinions toward himself.
3) differentiate himself from others by describing how he resembles and differs from others.
4) understand the various ways of identifying and describing individual differences.
5) recognize and accept that environmental and social changes require the ability to adjust.

Activity:
1) Oral interpretation by students of selected parts of the play, "Glass Menagerie".
2) Class discussion of character development.
3) Theme possibilities:
   - Today's Pressures Create Unicorns
   - Do You Consider Amanda Selfish?
4) Rewrite the play's ending if-(select one)
   - Tom had remained
   - Jim hadn't been engaged
   - Laura had continued in typing school
5) Theme possibilities:
   - Coping in a Youth Oriented Culture
   - Age Has Dignity

Resources:
1) Classroom teacher.
2) Play: Glass Menagerie by Tennessee Williams.
3) Records Dr. #48 & 49 The Glass Menagerie
4) Drama Kits #94 "What is Drama?" and #161 "Understanding Drama"

Evaluation:
1) Reactions by both students and teacher to Williams' theme that what happens to a person is not so important as the attitude with which he meets it.
2) Test on both play and kits.
3) Teacher evalution of themes for both content and writing skills.

Grades 11-12 Developmental Reading

Concept: An understanding of self and acceptance of self is important throughout life.

Objective: The student should. . . . . . .
recognize that some young people have emotional problems;

recognize that he himself may have some emotional problems.

Activity:
1. Resource speaker on youth's emotional problems.
2. Student panel discussion of speaker's views and their own views of present youth problems, attitudes and values of their class, their generation, etc.
3. Writing activity: Title: Who Am I? select one of the following two: -Write a short essay evaluation of yourself in your a) attitudes b) abilities c) interests d) values -Write a short paper on what you like most about yourself and what you like least about yourself

Resources:
1) I Never Promised You A Rose Garden, Greene
2) Flowers for Algernon, Keyes
3) School psychologist as resource speaker
4) Student panel
5) Classroom teacher

Evaluation: Student evaluation of resource speaker and novels. The effectiveness of the panel discussions. Teacher evaluation of writing project.

Grade 11 AMERICAN LITERATURE

Concept: Persons need to be recognized as having dignity and worth.

An understanding and acceptance of self is important throughout life.

Job characteristics and individuals must be flexible in a changing society. Individuals differ in their interests, abilities, attitudes, and values.

Objective: The student should. . . . .

Analyze reasons why a person is unable to adjust to life situations;

Analyze reasons why some people get lost in our technological society;

Understand that individual ability will determine the level of achievement in a given career area;

Differentiate between the career experiences of others and his own.

Activity:

1. Read the play, "Death of a Salesman: and have panel discussions of characters in play and their interaction with each other.
2. Informal group reaction to play including individual differences in problem solving, realistic attitudes, ability to cope with stress.
3. Theme possibilities:
   -Our Society Creates Emotional Problems
   -No One Really Listens
   -Parents/Children
   -False Values
   -Disillusionment

Resources:

1. Play: *Death of a Salesman*
   Arthur Miller
2. Drama Record No. 163
   Death of a Salesman
   by Arthur Miller
3. Students.
4. Classroom teacher

Evaluation: Effectiveness of discussions. Teacher evaluation of writing.

Grade 11

FILM STUDY

Concept: Persons need to be recognized at having dignity and worth. Work means different things to different people.

Objective: The student should be aware that there are different kinds of work; that work has different meanings for various individuals; that people bring dignity and worth to their job.

Activity: In a group make a 3-5 min. film on a person in the community to show him at home and "on the job." ie. "The Pay in the Life of a Gas Station Owner." Try to develop an in-depth characterization to show what Joe Premium's life is really like.

Resources:

1) Classroom teacher
2) Community citizins and locale
3) A-V director

Evaluation: Teacher evaluation of the final edited film. Student (audience) reaction to the film.

Audio - Visual materials available

in Waupun Senior High School.

SOUND SLIDE SETS IN THE SOCIAL STUDIES ROOM 108

Who Am I? Where Did I Come From? Where Am I Going?-Part 1 & 2

An Inquiry Into the Nature of Man: His Inhumanity & His Humanity-Part 1 & 2

The Pursuit of Happiness: Man's Search for the Good Life-Part 1 & 2

No Man Is an Island: An Inquiry Into Alienation-Part 1 & 2

The American Dream: Myth or Reality-Part 1 & 2

Man's Search for Freedom-Part 1 & 2

Toward the Year 2,000: Can the Future Survive-Part 1 & 2

Human Values In an Age of Technology-Part 1 & 2

Man Against Man: A Study in Aggression & Conflict-Part 1 & 2

Man and His Values: An Inquiry Into Good and Evil-Part 1 & 2

The Origins of American Values: The Puritan Ethic to the Jesus Freaks Part 1 & 2

Man and His Environment: In Harmony and In conflict-Part 1 & 2

Man and His Gods: An Inquiry into the Nature of Religion-Part 1 & 2

Story of Newspaper

The Psychology of Man-Part 1 & 2

34

KITS

34 Famous artists - Elsa Schmid, Seymour Lipton, Hank Ketcham,
Alton S. Tobey, Peter Hurd, Ugo Mochi.
35 Famous artists - Marisol, Robert Sowers, Bernard Rosenthal,
Atiler Mourlot.
36 Famous artists - Adolph Gotlieb, Byron Temple, Class Aldenburt,
Frank Colson.
75 Famous Americans - John Paul Jones, Sacajawea, Andrew Carnegie,
Henry Ford, Clara Barton, Jane Addams,
G. W. Carver, H. Salomon, J. P. Jones,
A. Earhart.
130 (a) How to take lecture notes
(b) How to write a research paper
13 And they lived happily ever after (In Home Ec. Room)
14 Expecially for boys
15 Sex: a moral dilema for teenagers " "
16 Values for teenagers Part I & II " "
56 Your personality: the you others know " " (2 copies)
57 Masculinity and femininity " "
58 Dare to be different " "
77 Guidance
83 Why wait till marriage " "
101 The Alienated generation
113 Values for teenagers
114 Preparing for the world of work
115 Your first year in High School
119 Dropping out
163 Exploring the world of work (6 cassettes)
182 Love and Marriage " "
184 Young single and pregnant " "
178 The changing role of Women
179 Women's Liberation Part 1
180 Women's Liberation Part 2
92
92 Horticulture

193 Introduction to oceanography (cassette & transparencies,
teaching guide and spirit masters)

95 The Poetic experience

116 The third house: Washington lobbyists at work
117 City government in action
118 State government in action

All the lonely people: A study of alienation

Lifestyles

The family

A woman's place

FILMSTRIPS

ART	16	Techiques in painting (with record)
	17	Composition in painting (with record)
	18	Color and light in painting (with record)
	19	Let's look at a painting
	22	Modern art in the 50's and 60's Part I (guide included)
	23	Modern art in the 50's and 60's Part II (guide included)
	24	Modern art in the 50's and 60's Part III (guide included)
	25	Modern art in the 50's and 60's Part IV (guide included)
ASTRONOMY	4	Astronomy through the ages
Careers		
Car.	1	Receiving customers and callers
	2	Selling yourself to an employer
	3	Guardians of our freedom (Armed Forces)
	4	Pioneer professions
	5	Let's look at careers
	6	How to make a career decision
	7	How to get a job and keep it
	8	Look at your future
	9	Stay in school
	10	What are your problems?
	11	Discovering your real interests
	12	Making the most of your school days
	13	Nursing (with record)
COMMUNICATIONS		
Comm.	1	Radio
	2	Newspapers
	3	Television
	4	Newspaper - organizing the staff
	5	Newspaper - finding feature material
	6	Newspaper - editing the copy
	7	Newspaper - planning the layout
	8	Relations of ideals to communications
	9	Relations of personality to communications
	10	How to converse
	11	Relations of interests to communication
	12	Motion picture
	13	Yearbooks - planning and production

FILMSTRIPS

CONSERVATION

Cons.	1	Human resources
	2	Our country, it's resources and it's workers
	4	Problems of wildlife today
	5	What the settlers did to wildlife
	7	Raising game fish
	8	Water
	10	Protecting fresh water game fish
	11	Wildlife

ENGLISH

Eng.	12	Use your library
	14	Using the library for research
	16	Making the library a learning center
	18	How to read
	19	How to deliver a speech
	20	How to prepare a speech
	21	How to write
	24	The five steps in writing a composition
	25	Outlining a written composition
	26	The main parts of a written composition
	27	The introduction of a written composition
	28	The body of a written composition
	29	The conclusion of a written composition
	30	The patterns of paragraphs
	31	Making transitions in a written composition

FARMING

Farm.	1	Farm water supply	Part I
	2	" "	Part II
	3	" "	Part III
	4	Tractor fuels and Lub.	Part I
	5	" "	Part II
	6	Electrical terms	Part I
	7	" "	Part II
	8	Tractor maintainence	Part I
	9	" "	Part II
	10	" "	Part IIIa
	11	" "	Part IIIb
	12	" "	Part IIIc
	13	" "	Part IVa
	14	" "	Part IVb
	15	" "	Part V
	16	Selecting farm motors	
	17	How electric motors start	Part I
	18	" "	Part II
	19	Machinery storage and shop structure	
	20	Planning farm shop layout	
	21	Field chopping	
	22	Operating your combine	

FILMSTRIPS

FOODS

Food	1	From farm to table

GOVERNMENT

Gov.	1	Freedom of the press
	2	A day in the life of a senator
	3	The way our laws are made
	4	Governments of the world
	5	Development of government in Britain
	6	Parliamentary procedure in action Part I
	7	Parliamentary procedure in action Part II
	8	Parliamentary procedure in action Part III

HANDICRAFT

Handi.	1	Leathercraft ideas
	2	How to make a picture frame
	3	How to make a Christmas wreath
	4	Silk screen printing
	5	Work with self hardening clay
	6	Paper mache
	7	Source design for jewelery
	8	Let's try silverwork

INDUSTRIES

Ind.	1	Oxy acetylene cutting bronze welding
	2	Exy acetylene assembling testing lighting
	3	Jointer - how to use it safely
	4	Adjusting jointer
	5	The power frinder, how to use it safely
	6	Oxy acetylene, fusion welding
	7	Learning are welding skills Part I - process, equipment & safety
	8	Learning are welding skills Part II - flat position welding
	9	Learning are welding skills Part III - vertical overhead & horizontal position
	10	Practicing are walding
	11	Electric are welding
	12	Selecting and using equipment
	13	Hardwood lumbering
	14	Hardwood processing
	15	Design in wood
	16	Safety in the shop
	17	Wood finishing Part I
	18	Wood finishing Part II
	19	Care and use of the circular saw
	20	Care and use of the shaper

FILMSTRIPS CONT'D

INDUSTRIES CONT'D

Ind.	21	Care and use of the drill press
	22	Care and use of the jig saw
	23	Care and use of the band saw
	24	Evolution of machines
	25	How rayon is made
	26	Marble production, a pioneer industry
	27	Story of tin
	28	Rubber - Malayan plantation
	29	Rubber - Malayan farm
	30	Irrigation
	31	How our paper money is made
	32	Planting and cultivating
	33	Cotton from soil to fabric
	34	Plow and harrow
	35	Story of West Coast lumber
	36	Maine sardines - food and industry
	37	Raw materials of steel making
	38	Money at work in the steel industry
	39	The story of Wisconsin paper (guide included)

LOGIC

Log.	1	Comparisons
	2	Assumptions
	3	Classifying
	4	Critical thinking
	5	Problem solving
	6	Interpreting
	7	Summarizing
	8	Observing
	9	Analyzing

MAPS

Maps	3	Reading directions on maps
	4	Measuring distances on maps
	5	Locating places on maps
	6	Reading physical maps
	7	Reading political & economic maps
	8	Studying an area through maps

MATHEMATICS

Math.	1	Plane figures
	2	Constructing with compass
	3	Ordered pairs and conditions
	4	Union and complimentation
	5	Introduction to sets
	6	Solution sets and the number line
	7	Relations and functions
	8	Intersections of sets
	9	Scale drawing

FILMSTRIPS CONT'D

MATHEMATICS CONT'D

Math.	9	Scale drawing
	10	Trigonometry
	11	Measurement, dials, calipers and micrometer
	12	Saying it in algebra
	13	Using approximations
	14	Using mixed numbers

MUSICAL COMPOSERS

Mus. Comp.	1	Franz Schubert
	2	John Philip Sousa
	3	Ludwig von Beethoven
	4	Johann Sebastian Bach
	5	Johannes Brahms
	6	Wolfgang Amadeus Mozart

POETRY

Poe.	1	Sound effects of poetry
	2	Rhythm in poetry
	3	Getting the meaning from poetry
	4	How to write a poem
	5	Figures of speech
	6	Stanza forms and forms of verse

SCIENCE

Sci.	2	What is electronics
	7	Science technology and society
	8	Generators
	9	Electricity at work
	10	Resistance
	11	Creatures of the sea Part VII
	12	A.C. Meters
	13	Condensers
	14	Transformers
	15	Motors

SOCIAL STUDIES

Soc. St.	1	Your need for insurance
	2	Business methods for young people
	3	Planned life
	4	Building cities
	5	History of communication
	6	What's going on?
	7	Cooperatives in today's life
	8	Credit unions help people
	9	Financial planning for young people
	10	How to conduct a meeting

FILMSTRIPS CONT'D

SOCIAL STUDIES CONT'D

Soc. St.	11	Know your school
	12	Spotlight on you - how to prepare a personal interview
	13	Charge it please
	14	Credit sources
	15	The installment contract
	16	Credit concepts
	17	Classroom Revolution Part I (Accompanying record)
	18	Classroom Revolution Part II
	19	Your child and the world of tomorrow (Accompanying record)

CASSETTES

BIOGRAPHIES

Biog.	4	Robert Frost and his world
	1	Focus on George Gershwin
	6	Encounter with Marcel Duchamp
	7	Closeup on William Schuman
	8	Spotlight on Igor Stravinsky
	9	Theodore Roosevelt and his time
	13	Portrait of a Peacemaker (Woodrow Wilson)
	175	Winston Churchill
	176	Charles Degaulle
	177	Abraham Lincoln
	178	Napoleon Bonaparte
	179	Chiang Kai-Shek
	180	Benito Mussolini
	181	Joseph Stalin
	182	Robert E. Lee
	183	Adolph Hitler
	184	Kideki Tojo
	185	John Pershing
	186	Franklin D. Roosevelt
	187	Mao-Tse-Tung
	188	Mahatma Gandhi
	189	John F. Kennedy
	190	Dwight D. Eisenhower
	191	Nikita Khruschchev
	192	Fidel Castro
	193	Genghis Khan
	194	Alexander the Great
	195	Julius Caesar
	196	Douglas Mac Arthur
	197	Theodore Roosevelt
	198	Antonia Santa Anna

DRUGS

154	Hazards of drug use, Part I
155	Hazards of drug use, Part II

RECORDS

ART

Art	71	Art appreciation - techniques in painting	(Filmstrips included)
	72	" " color and light in painting	" "
	73	" " composition in painting	" "

EDUCATION

Ed.	10	Understanding education, parents and self
	11	The citizen child - his needs in the free world
	12	Education, the foundation of business
	15	Providing for individual differences in the classroom
	16	Teacher-pupil planning techniques
	17	The High School curriculum for life adjustment
	41	Nursing career (Filmstrip included)
	42	Now to study and why
	106	Problems of adolescence

LOOP FILMS

ART

23. Soldering joints (Jewelry)
24.
25. Sprung the model (Jewelry)
26. Investing the wax pattern (Jewelry)
27. Burnout and casting techniques (Jewelry)
32. Pinch Method
33. Coil Method
34. Slab Method
35. Drape Molds No. 1
36. Drape Molds No. 2
37. Surface Decorations
38. Process of abstraction
39. A New Look at Design Part I
40. A New Look at Design Part II
41. A New Look at Design Part III
54. Industrial Design, Packaging, Basic Box
55. Industrial Design Packaging, Embellishment
56. Industrial Design Packaging, Bottle Carton
57. Batik - dye application
58. Patik - Wax application
59. Batik - Textile gallery
60. Sculpture - wire and plaster
61. Sculpture - clay - armature
62. Sculpture - compound
63. Designing from nature
64. Finishing and polishing
65. Designing from drawings
66. Jewelry techniques I; copper wire
67. Clay sculpture
68. Jewelry techniques 2; sheet copper
69. Soldering 3; multiple joints
70. Introduction to clay
94. Texture
95. Rhythm
96. Tactileboard
97. Focal Point
98. Space division
99. Scale
100. Making a carving wax

GIRLS PHYSICAL EDUCATION

Gir. 1 Gymnastics for women (high low bar No. 1)
Ph. 2 " " (high low bar No. 2)
Ed. 3 " " (Side horse No. 1)
4 " " (Side horse No. 2)

LOOP FILMS CONT'D

INDUSTRIAL ARTS

Ind. 11. Parts of the jointer
Arts 12. Using the jointer safely
13. Parts of the circular saw
14. Parts of the lathe
15. Using the lathe safely
16. Parts of the band saw
17. Using the band saw safely
18. Using the circular saw safely

WELDING

Weld 71. Starting the arc
72. Padding a plate
73. Square edge butt weld
74. Flat T fillet weld
75. Positioned flat fillet
76. 30^0 V-butt magi-cartridge Part 1
77. 30^0 V-butt flat weld Part 2
78. Vertical fillet weld
79. 30^0 V-butt vertical weld
80. Horizontal square butt ¼" plate
81. 30^0 horizontal V-butt 3/8" plate Part I
82. 30^0 horizontal V-butt 3/8" plate Part II
83. The overhead fillet
84. Vertical square butt weld

CASSETTE VIDEO TAPES IN COLOR AVAILABLE IN A-V ROOM

"Love" by F. L. Bascallia Part 1	
"Love" by F. L. Bascallia Part 2	
The Reality of Success	Dr. Glasser
SWF in Wisconsin	"
The Open Ended Meeting	"
Reviewing Class Meeting Practices	"
Recognizing Initial Results	"
Building Class Involvement	"
The Teachers View	"
The Role of the Teacher	"
Color Commercials	"

VD BLUES (60 min.)
FILM EDITING
SCHOOL ORIENTATION PART 1 & 2

TRANSPARENCIES

SCIENCE

Sci.	14.	Magnetism and atomic structure
	15.	Field encircling a current
	16.	Left hand rule for coil
	17.	Back EMF in a motor
	18.	Effective value of AC
	19.	Power in R-L-C circuits

EDUCATIONAL GAMES

DRAMA

Drama	1	Can of Squirms (Developing talk into meaningful dialogue)
	2	Word Power (Game to obtain vocabulary knowledge)
	3	Careers (Parker Brothers)

PRINTED MATERIALS

Career Kits
SRA Career Information Kit
Sextant Series
Occupational Guidance Series
Vocational Biographies Series
Encyclogpedia of Career Opportunities
Occupations vertical file.
College catalogs
SRA Occupational exploration Kit
Career Opportunities - N. Y. Life
Opportunities in . . . series
Occupational outlook Handbooks
Wisconsin Instant Information System for
Students and Counselors (WISC)
Educators guide to free guidance materials lists free fiens, filmstrips, slides, Tapes, scripts, transparencies available from various sources.

016.3714	Forrester	Occupational literature
020.69	Wallace	So you want to be a librarian
070.023	Brucker	Journalist
070.4	Fang	Illulsion News
070.69	Parsons	Find a career in journalism
070.69	Schaleben	Your future in journalism
070.69	Stein	Your career in journalism

331.7	Costello	Concise handbook of occupations
331.7	Duckat	A guide to professional careers
331.7	Euers	Your future in exotic occupations
331.7	Joseph	Careers outdoors
331.7	Hollister	Engineer
331.7	Arnold	Career choices for the 70's
331.702	Aulick	Careers in the age of autonation
333.7	Herbert	Careers in natural resourses
333.7	Dodd	Careers for the 70's- Conservation
333.7	Neal	Your career in Conservation
333.7	Harrison	Conservationists and what they do
353.1	Sullivan	Careers in government
355.1	DuPre	So you want to be a professional offices
355.3	Schuen	Servicewomen and what they do.
358.4	Mac Cdoskey	Your future in the air force
359.1	Calvert	The naval profession
359.9	Schuon	Marines and what they do
361	Baker	Those who care (social work)
361	David	A guide to volunteer services
361.069	Koestler	Careers in social work
361.069	Perlman	So you want to be a social worker
361.069	Williamson	Social worker
362	Kay	Health care careers
362.1	Lee	Careers in health fields
362.1023	Kirk	Aim for a job in a hospital
371	Gibbons	Emerging careers
371.1	Boylan	School teaching as a career
371.1	Dowdell	Your career in teaching
371.42	Harter	Your career in unusual occupations
371.42	McDonough	Your future as a guidance counselor
371.42	Norton	On the job
371.42	Nourse	So you want to be a doctor
371.42	Sandman	The unabashed career guide
371.42	Splauer	Your career if you're not going to college
384.55	Deutscher	Your future in television
387.7	Fenten	Aviation Careers
387.7	Morton	Airline stewardess
387.7	Nathan	Careers in airlines operation
387.7	Saunders	So you want to be an airline stewardess
387.7	Smith	Flight stewardess

407.	Cohn	Carreers with foreign languages
551.4	Saber	Your future in oceanography
570.69	Fox	Careers in biological sciences
581	Harlan	Plant scientists and what they do
590.7	Bridges	Zoo Careers
610	Robinson	White caps
610.69	Atchley	Physician; healer and scientists
610.69	Bleich	Your career in medicine
610.69	Dodge	Hands that help; careers for medical workers
610.69	Kalb	Your future as a physician
610.69	Paul	" " in medical technology
610.69	Seide	Careers in medical science
610.73	Dodge	Story of nursing
610.73	Donovan	The nurse aide
610.73	McDonnell	Your future is nursing
610.73	Nourse	So you want to be a nurse
615.069	Kraemer	Your future in pharmacy
615.8023	Darby	Your career in physical therapy
615.85	Shuff	Your future in occupational therapy
616.89	NCOMHM	Careers in psychiatry
617.6	Greenberg	So you want to be a dentist
617.6023	Paige	Your future as a dental hygienist
620.69	Nourse	So you want to be an engineer
620.69	Pollack	Careers and opportunities in engineering
620.8023	Fanning	Opportunities in environmental careers
621.38	Carroll	Careers and opportunities in electronics
621.38	Neal	Your career in electronics
621.381	Keefe	Aim for a job as an electronic technician
621.384	Gordon	Your career in TV and radio
621.388	Buchsbaum	Color TV servicing
629.13	Boyd	Your career in the aerospace industry
629.2	Taylor	Your future in automotive service
629.28	Connor	A job with a future in automotive mechanics

629.4023	Zaren	Careers and opportunities in astronauties
630	Evans	Exploring agriculture
630.1	Hutchinson	A definitive study of your future in agriculture
630.1	Phipps	Your opportunities in vocational agriculture
630.1	Stone	Agribusiness and industry
630.69	Duncan	Find a career in agriculture
630.69	Hoover	Handbook of agricultural occupations
634.9	Atwater	The forest rangers
634.9	Frome	The forest service
634.9	Perry	Foresters and what they do
634.9023	Hanaburgh	Your future in forestry
635.023	Dowdell	Careers in horticultural sciences
636.089	Riser	Your future in veterinary medicine
639	Walfe	Aquaculture
640	Rolston	The bride's guide for young marrieds
640.69	Paris	Your future as a home economist
641.1	ADA	Your future as a dietician
643.6023	Keefe	Aim for a job in appliance service
649	Bartholomeu	Most of us are mainly mothers
649	Lowndes	A manual for baby sitters
650	Mac Gibbon	Filling yourself for business
651	Becker	The high - paid secretary
651.02	Becker	Secretaries who succeed
651.069	Anderson	Secretarial Careers
651.069	Noyes	Your future as a secretary
651.8	Carroll	Careers and opportunities in computor science
651.8	Fischer	Your career in computers
651.8	Langenback	Introduction to automated data processing
657.069	Ashworth	Careers in accounting
658.85	Thompson	The basics of successful salesmanship
659.15	Jones	Modeling and other glamour careers
659.15	Reno	The model
671.5	Berg	Aim for a job in welding
683.4	Mac Farland	Introduction to modern gunsmithing
687.069	Brenner	Career opportunities in fashion
690.023	Kasper	Careers in the building trades
690.023	Sumichrast	Opportunities in building construction

706.9	Holden	Art career guide
712	Julin	Your future in landscape architecture
740	De Reyna	How to draw what you see
741.6	Biegeleisen	Careers and opportunitiies in Commercial Art
743	Zaidenberg	How to draw wild animals
744.4	DeLong	Aim for a job in drafting
745.7	Cutler	How to cut drawings on scratchboard
747.023	Doyle	Your career in interior design
747.069	Greer	Your future in interior design
770.69	Keppler	Your future in photography
780.69	Curtis	Your futrue in music
780.69	Rich	Careers and opportunities in music
780.7	Mathews	You can teach music
791.43	Manogian	The fien maker's art
791.43	Vidor	King Vidor on dilm making
791.44	Coleman	So you want to be a sportscaster
791.44	Hilliard	Writing for television and radio
792	Benedetti	The actor at work
792	Harris	Julie Harris talks to young actors
792	Snyder	The dynamics of acting
792.3	Hunt	Pantomine
792.3	Karsarrina	Ballet technique
796	Lipsyte	Assignment: sports
796.069	Isacs	Careers and opportunities in sports

808	Flesch	How to write, speak and think more effectively
808	Flesch	How to be brief, an index to simple writing
808.06	Mathieu	Creative writer
808.06	Parker	Audio - visual script writing
808.06	Willis	Writing television and radio programs
808.2	Nigglie	Pointers on playwriting
808.31	Plagemann	How to write a story
808.56	Walters	How to talk with practically anybody about practically anything

1974-1975 Additions

Self Awareness

111	Bender	Constructing a life philosophy
150	Gordon	Psychology for you
150	Hall	Why we do what we do: a look at psychology
150	McHovec	Awareness and sensitivity
150	McHovec	Games we all play
150	McHovec	So you think you're crazy
152.4	Hyde	Know your feelings
158	Torrey	Why did you do that
301	Stierlin	Conflict and reconciliation
301.2	Willis	Values Americans live by
301.41	Reid	The best little boy in the world
301.42	Goode	The contemporary American family
301.42	Frohlick	Making the best of it
301.43	Braverman	Dropping in
370.11	Simon	Values clarification
400	Stewart	Bridges not walls; a book about interpersonal communications
811.08	Hopkins	I really want to feel good about myself

Career

General

301.24	Bird	The crowding syndrome: learning to live with too much and too many
301.3	Commoner	The closing circle: nature, man and technology
301.41	Kellen	The coming age of woman power
301.5	Rest	The future of work
331.1	Tiffany	The unemployed
331.2	Terkel	Working
327	Reischauer	Toward the 21st century: education in a changing world

Specific

331.7	Drier	K - 12 guide for integrating career development into local curriculum
331.7	Lederer	The guide to career education
333.7023	Millard	Careers in environmental protection
370.11	Marland	Career education
371.42	Splaver	Nontraditional careers for women
551.5	Berry	Your future in meteorology
630.2	Houlihen	Jobs in agribusiness
641.7023	O'Connell	Your future in the bakery industry
642.023	Westbrook	Your future in restaurants and food service
647.023	Witzky	Your career in hotels and motels
700.23	Berger	Jobs in fine arts and humanities

Consumerism

381	Haskins	The consumer movement
381	Hapgood	The screwing of the average man
381	Murray	Consumerism
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ADDENDUM GLOSSARY

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MISCELLANEOUS ACTIVITIES

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GLOSSARY OF TERMS

1. Abilities - Actual power to perform acts, physical or mental, whether or not the power is attained by training and/or education. Ability implies that the task can be performed now.

2. Adaptability - the quality of being able to adjust one's self to changing expectations within an occupation.

3. Adjustment - The process of personal modification which one must accept at part of the changing world.

4. Aptitudes - The tendencies, capabilities, or potentials to learn or understand.

5. Attitudes - Relate to tendencies to accept or reject particular groups of individuals,sets of ideas, situations or values reflected in behavior.

6. Avocational - An acitivty pursued in addition to one's work mainly for leisure (hobby). Any individual whose career provides him with a means of livelihood and some leisure time can find satisfaction through his avocation in areas of life other than his career.

7. Career - The sequence of occupations and/or jobs engaged in or occupied throughout the lifetime of a person.

8. Career Development - A continuous, developmental process, a sequece of choices which form a pattern throughout one8s lifetime and which represent one's self concept.

9. Career Development Process - A lifelong process which involves a series of experiences, decions, and interactions, and which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

10. Career Education - Means of implementing and facilitating an individual's career development.

11. Career Planning and Preparation - Describes the process whereby a person examines his interests and abilities in relation to careers. As decisions are made within his chosen career field, he must fulfill certain education adn training requirements.

12. Chain of Command - Order of authority with respect to job positions.

13. Community - Body of individuals organized into a unit linked by common interests--(society at large-people in general.)

14. Concepts - Major ideas, thoughts or notions identified as essential to the career development process.

15. Conditions - Circumstances which exist as a result of midifyint factors (for example: the unemployment rate and its relationship to government spendind,)

16. Decision Making - Determination arrived at after consideration.

17. Decision Making Process - Act of deciding upon an occupational course of action in a systematic way.

18. D.O.T. - "Dictionary of Occupational Titles" - Comprehensive occupational information resource published by the U.S. Government.

19. Dignity and Worth - Degree of esteem (intrinsic worth) and relative values of a person related to moral intellectual and personal values.

20. Economic Structure - The arrangement of the economic components making up the free enterprise system (income earner, producer, consumer).

21. Educational Preparation - An educational process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation.

22. Employability - Being able to secure and maintain employment through proper training and the exercising of good work habits.

23. Employment Trends - General direction, development and movement of jobs which includes: (1) Whether workers are currently in demand; (2) Whether employment is expected to increase or decrease; (3) What the main factors are which can influence the growth and decline of the occupation.

24. Entry Level - The first job one assumes in an occupational area.

25. Environment - The surrounding conditions, influences or forces that influence or modify the career development process.

26. Evaluation Procedures - Those procedures designed to test the effectiveness of learning activities and objectives.

27. Extrinsic - The easily identifiable and extraneous features of occupations.

28. Financial Aids - Monetary assistance which enable one to meet necessary occupational training and/or educational requirements.

29. Frame of Reference - Viewing a particular item from a personal point of view.

30. General Education - Often referred to as a liberal education. It is training of a broad academic nature which does not have a particular occupational objective.

31. Horizontal Mobility - Movement of an individual from one position to another within the same strata. (e.g. mason-painter).

32. Individual Potential - Describes the capacity of the individual for changing and/or developing into a state of self fulfillment.

33. Industry - A group of productive, profit making enterprises that have a similar technological structure for production and that produce or supply technically substitutible goods, services, and sources of income.

34. Institutions - The sum total of the patterns, relations process, and materials instruments built up around major human activities. They regulate and standardize the behavior of employees.

35. Interdependency - Mutual dependence on one another.

36. Interests - Through the study of self and occupations with in the work world, one expresses a preference for an occupational field. One's interest changes as he is exposed to new experiences that lead him to new interest areas.

37. Interplay - Mutual action or influence - describes a reciprocal relationship.

38. Intrinsic - The internalized or inner values of an occupation which take on a personal significance.

39. Job - Employment undertaken for renumeration involving specific duties.

40. Job Description - Descriptive statement of account giving properties of a particular job.

41. Job Families - Describes jobs which are related through similarity in work performed; tools, equipment and materials used; knowledge needed; and mental and physical characteristics required of workers.

42. Job Family - Employment related through common enterprise. (example: food services)

43. Job Requirements - Specifics needed to satisfy a particular area of work.

44. Job Level - Position of a specific job based on achievement, importance and value.

45. Learning Activities - Those teaching strategies identified to implement topical areas.

46. Learning Outcomes - Those achieved knowledges obtained.

47. Leisure Time - Free time after the practical necessities of life have been attended to, an increasing commodity in our society due to technology. It is that time which may be filled with activity which has its reward in doing rather than in the end product.

48. Life Style - An individual's way of life determined by attitudes and values expressed in a self consistent manner.

49. Objectives - The teaching vehicle used to develop an understanding of an expressed career development concept.

50. Occupation - Work activity in various job settings in which people engage in a group of similar tasks organized in similar ways. It occupies the worker for a period of time but does not require single minded commitment. It requires differentiated training but may involve considerable retraining.

51. Occupational Clusters - Describes occupations which are related and grouped according to type of work, skill of worker, and place where work is carred on.

52. Occupational Expectations - Rewards and satisfactions which a person anticipated from an occupational choice which must be considered in relation to self.

53. Occupational Fields - Areas of vocations in society.

54. Occupational Information - Valid and usable data about occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.

55. Occupatioan Level - Position of an area of work based on achievement, importance and value.

56. Personal Attributes - Intrinsic qualities of an individual which he must consider in relation to his choice of job and/or occupation.

57. Personal Needs - Relating to a particular person in a private manner--must be met through his occupational choice.

58. Phase - A stage or interval in a development or cycle.

59. Professional Occupations - Occupations characterized by social power, status and a high degree of technical skill entailing specialized preparation.

60. Psychological Demands - Components related to mind and emotions.

61. Relevance - The identification of occupational elements which must be pertinent, appropriate, or applicable to the individual.

62. Self - The entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of himself and a meaningful career choice.

63. Self Appraisal - To evaluate one's self with respect to one's attitudes, values, etc. so that a realistic decision and choice can be made.

64. Sequential - Used to describe the continuous and consecutive phases of the career development process.

65. Service Occupations - Work which meets the needs of the public.

66. Significant Adults - People who through effective interpersonal relationships influce the career choice of others.

67. Skills - The ability of an individual to use one's knowledge effectively in the execution of work performance. A developed aptitude.

68. Social Needs - Needs of society which are met through people working in occupation necessary for the sustinence of that society.

69. Specialization - Quality or state of being specialized for use of employment in special line of work.

70. Stage - Period or stpe in a process, activity or development.

71. Technical Occupations - Occupations related to specific mechanical and scientific knowledge.

72. Technology - Application of scientific principles to industry.

73. Topic- Specific teaching content which enables the implementation of stated objectives.

74. Values - Standard of judgment accepted by persons, groups or institutions, stemming from and conditioned by their societal contacts.

75. Vertical Mobility - Movement between jobs considered to have different status.

76. Vocation - Implies a dedication or long term commitment with a high level or requirements, rewards and expectations.

77. Vocational Guidance - An "individualized" aspect of the educational program which is designed to enables each student to reach his bull potential in the area of career development.

78. Work - Fulfillment of job dutues, expectations for which one has been employed in order to proved a "purposeful" means of livelihood.

79. Work World - The breadth of career opportunities, and the unique aspects of occupations in relationship to an individual preparing to make a career decision.

JOB APPLICATION FORM

Name ____ Grade ________

Check one ________ Common Supervisor ________ Hour

________ Book Store Clerk ________ Hour

________ Janitorial Helper ________ Hour

________ Physical Education Aide ________ Hour

________ Library Aide ________ Hour

________ Teacher Aide (Teacher) ________ Hour

________ Office Aide ________ Hour

________ Dishwasher ________ Hour

________ Table Attendant ________ Hour

________ Other ________ Hour

Give what qualifications you have that make you feel that you will be successful at the job you are applying for.

In 25 words or less tell why you want this job.

Obtain references from 3 teachers.

1.

2.

3.

For The Resource Person

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help elementary students realise that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides cowboys, firemen, nurses, and teachers) and make their present schooling more relevant to their future.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamplets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your job title or description?
--Briefly describe what you do..
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, what? Would you care to comment on this?
--If you are separated from people most of the time, working with things, how do you feel about that? Do you perfer not having to deal with the public or fellow workers?
--What do you consider that best points of your job? the worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommed it as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade School? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

These are just suggested topics. Keep in mind the ages of the children to whom you will be talking. You may want to delete some areas or add some of your own.

Interviewing: A Basic Instrument of Inquiry

For the Teacher:

1. As you begin to use your guide, there will be many opportunities to bring in parents and resource poeple. In order to fully utilize their occupational presentations, we suggest, not only teacher preparation, but teacher-class preparation. Interviewing Skills can be practiced to enhance information given by the resource person.

2. Perhaps the most obvious skill involved in interviewing is asking appropriate questions. The following list can be used with your class, to get them started with this important tool of communication.

3. Questions Stimulate Interaction
   1. What do you do on the job? (Children are interested in how shcool-taught skills fit in with real work.)
   2. Why did you take this job? Did others agree with your thinking?
   3. What tools do you use? Is there a special way of talking about your work?
   4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?
   5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?
   6. Who depends upon your work? Upon whom do you depend for your work?
   7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change.
   8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day - even people who are crabby and ill-mannered?
   9. What inventions could put you out of work?
   10. Are people with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your kind of work limited to geographical areas?
   11. What kind of education is necessary for this kind of work?
   12. About how much money can a person earn in this kind of work? Is there a chance of getting a lot of money all at once? Of losing a lot of money quickly?
   13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?
   14. Is there anything we should have asked? What would you like to ask us?

4. If these types of questions are discussed beforehand, we hope the student can then begin to ask pertinent questions during the question-answer period usually following a resource person's presentation.

5. Other suggested activities: Tapes of children interviewing each other are easy to make and allow for healthy critism of learning performances. Dittoed sheets of questions with spaces for responses also offer tangible supports. Stick puppets can be used for role-playing practice. At the

time of the interview be alert to step in and help facilitate communication if you see either the student or resource person is not understanding what the other has saild.

6. If you explain the reasons behind children's questions, resource people and student will sketch more appropriate pictures in their minds.

7. Teaching children to inquire from adults in your community builds a firm place for career education to begin. Children will be more ready to relate school studies to life-centered activities and will be more prepared to make appropriate choices for developing lives-to-be.

OBSTACLE GAME

The facilitator sets up obstacles in various places around a room. The people go around in pairs. The obstacles are role playing situations that actually occur in a school setting. Two people fist fighting on the playground; two friends who just quarrelled, etc. The obstacles are to deal with emotions. They are to actually play out the situation so as to get the feelings involved. To go past this obstacle they must describe how they feel and how they would solve the predicament. The pairs keep going until they reach the end obstacle and then discussion follow.

To correlate with school subjects, the obstacles could be role playing situations involving civil war experience, (being a slave running awary, being hunted, etc.)

Then relate to today be letting experience actual ghetto situations, (Woman, non-high school graduate, unmarried with child, looking for job. Pay must be high enough to afford babysitter—Mean employer, feelings, she is unqualified.)

SITUATION GAME

This group action works best when the groups is homogenious. The facilitator gives situations to the group and asks members to respond on how they would feel in that situation. Interaction on a member's response should be encouraged.

Examples:

1. "You have just dropped your lunch tray in the cafeteria. How do you feel?"
2. "Your parents have left you alone for the weekend and given strict orders not to have friends over. Your friends want a party."
3. "It's the first warm day. Everyone is talking about skipping. How do you feel?"

Other suggestions for situations:

1. Cheating
2. Stealing
3. Beer Parties
4. Friendships
5. Parental Relations
6. Rumors
7. Cliques

SWEAT SHIRT LABEL

Ask the group to close their eyes. Then ask them to imagine they have on a sweat shirt and can put any symbol or label they want on it. At the end of thirty seconds, everyone must say what they want on their shirt. Then other people can respond to other people's labels by asking questions or reacting. The facilitator can also lead in the discussion of what the label means to the person. If the facilitator wishes a more specific direction like an aspiration, personal characteristic or feeling, the directions given by the fiacilitator can so be structured.

ADJECTIVES OF SELF DESCRIPTION

List five adjectives that describe yourself. Than hand the paper back to the facilitator. The facilitator reads the adjectives and has the group members guess who the adjectives describe. After guessing, have them talk about the adjectives and its relationship to this person.

QUESTION GREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

Item 1

As Reported by 92 Companies Surveyed by
Frank S. Endicott, Director of Placement,
Northwestern University

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our Company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?
10. How did you spend your vacations while in school?
11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How so you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what courses would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Do you have a girl? Is it serious?
22. How much money do you hope to earn at age 30? 35?
23. Why did you decide to go to this particular school?
24. How did you rank in your graduating class in high school? Where will you probably rank in college?
25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
26. What do you think determines a man's progress in a good company?
27. What personal characteristics are necessary for success in your chosen field?
28. Why do you think you would like this particular type of job?
29. What is your father's occupation?
30. Tell me about your home life during the time you were growing up?
31. Are you looking for a permanent or temporary job?
32. Do you prefer working with others or by yourself?
33. Who are your best friends?
34. What kind of boss do you prefer?
35. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?
36. Can you take instructions without feeling upset?
37. Tell me a story!
38. Do you live with your parents? Which of your parents has had the most profound influence on you?
39. How did previous employers treat you?
40. What have you learned from some of the jobs you have held?
41. Can you get recommendations from previous employers?
42. What interests you about our product or service?

43. What was your record in military service?
44. Have you ever changed your major field of interest while in college? Why?
45. When did you choose your college major?
46. How do your college grade after military service compare with those previously earned?
47. Do you feel you have done the best scholastic work of which you are capable?
48. How did you happen to go to college?
49. What do you know about opportunities in the field in which you are trained?
50. How long do you expect to work?
51. Have you ever had any difficulty getting along with fellow students and faculty?
52. Which of your college years was the most difficult?
53. What is the source of your spending money?
54. Do you own any life insurance?
55. Have you saved any money?
56. Do you have any debts?
57. How old were you when you became self-supporting?
58. Do you attend church?
59. Did you enjoy your four years at this university?
60. Do you like routine work?
61. Do you like regular hours?
62. What size city do you prefer?
63. When did you first contribute to family income?
64. What is your major weakness?
65. Define cooperation!
66. Will you fight to get ahead?
67. Do you demand attention?
68. Do you have an analytical mind?
69. Are you eager to please?
70. What do you do to keep in good physical condition?
71. How do you usually spend Sunday?
72. Have you had any serious illness or injury?
73. Are you willing to ge where the company sends you?
74. What job in our compnay would you choose if you were entirely free to do so?
75. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
76. What types of books have you read?
77. Have you plans for graduate work?
78. What types of people seem to "rub you the wrong way"?
79. Do you enjoy sports as a participant? As an observer?
80. Have you ever tutored an underclassman?
81. What jobs have you enjoyed the most? The Least? Why?
82. What are your own special abilities?
83. What job in our Company do you want to work toward?
84. Would you prefer a large or a small company?
85. What is your idea of how industry operates today?
86. Do you like to travel?
87. How about overtime work?
88. What kind of work interest you?
89. What are the disadvantages of your chosen field?
90. Do you think that grades should be considered by employers? Why or why not?
91. Are you interested in research?
92. If married, how often do you entertain at home?
93. To what extent do you use liquor?
94. What have you done which shows initiative and willingness to work?

Item 2 NEGATIVE FACTORS EVALUATED DURING THE EMPLOYMENT INTERVIEW AND WHICH FREQUENTLY LEAD TO REJECTION OF THE APPLICANT

As Reported by 153 Companies Surveyed by
Frank S. Endicott, Director of Placement,
Northwestern University

1. Poor personal appearance.
2. Overbearing--overaggressive-conceitied "superiority complex"-"know-it-all"
3. Inability to express himself clearly--poor voice, diction, grammar
4. Lack of planning for career--no purpose and goals
5. Lack of interest and enthusiasm--passive, indifferent
6. Lack of confidence and poise--nervousness--ill-at-ease
7. Failure to participate in activities
8. Overemphasis on money--interest only in best dollar offer
9. Poor scholastic record--just got by
10. Unwilling to start at the bottom--expects too much too soon
11. Makes excuses--evasiveness--hedges on unfavorable factors in record
12. Lack of maturity
13. Lack of tact
14. Lack of courtesy--ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Fails to look interviewer in the eye
20. Limp, fish hand-shake
21. Indecision
22. Loafs during vacations--lakeside pleasure
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him
31. No interest in company or in industry
32. Emphasis on whom he knows
33. Unwillingness to go where we send him
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant--strong prejudices
38. Narrow interests
39. Spends much time in movies
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High pressure type
50. Indefinite response to questions

Traits That Turn People Off

1. A compulsion to show off knowledge
2. Exaggerates to the point that it's the next thing to lying
3. Moodiness. Friendly one day, unfriendly the next
4. Bossiness. Must run everything
5. Not reliable. Word is no good
6. Chronic complainer. Negative attitude about many things.
7. Nosy. Asks lots of questions that are none of her business
8. Gossipy. Knows everything about everybody and tells it. Makes you wonder what she is saying about you.
9. Says things in anger then tries to smooth it over by buying a little gift.
10. Always fishing for compliments but never gives any.

Item 3
GROUP________________________________ NAME____________________________

WHAT'S THE OCCUPATION ALL ABOUT

1. Name of the occupation ____

2. What does the worker actually do? ________________________________

____

3. What special tools or equipment are used in this job? ______________

____

4. What education or training is required of a beginning worker in this occupation?

a.____High School Completion
b.____Some College Training
c.____College Degree
d.____Specialized Schooling
e.____Apprenticeship
f.____Other______________________

5. Personal qualitifcations other than educational are required?

	REQUIRED			DO I QUALITY?		
	Much	Some	Little	Much	Some	Little
a. Physical strength						
b. Good eyesight						
c. Good hearing						
d. Eye-hand coordination						
e. Ability to stand for a long time						
f. Speaking ability						
g. Writing ability						
h. Numerical ability						
i. Mechanical ability						
j. Manual dexterity						
k. Drawing and/or blue pring reading aptitide						
l. Organizational ability						
m. Neatness and accuracy						
n. Ability to work with others						
o. Ability to accept direction						

6. What interests should a worker in this occupation have?

INTEREST IN	REQUIRED			DO I QUALITY?		
	Much	Some	Little	Much	Some	Little
a. Mechanical things, tools						
b. Working with data, numbers						
c. Solving problems						
d. Working with people						
e. Dealing with people						
f. Organizating and planning						

7. Working Conditions

	Yes	No	Sometimes
a. Noisy and/or dirty surroundings	___	___	_________
b. Is the work hazardous?	___	___	_________
c. Is this work seasonal or dependent on weather conditions?	___	___	_________
d. Is this a repetitive operation?	___	___	_________

e. Work is done: _____ mainly alone _____ Mainly with a group
f. Job location: _____ locally _____ other parts of country _____ both
g. Where is work done: _____ indoors _____ outdoors ____ both, at times.

8. Is a special mode of dress or appearance required? Yes _____ No ________
If yes, what is required? ____

9. Earnings
a. Wages approximatel $ ________________ per (hour, week, month, year)
b. How many hours per week?

10. Opportunities

	Good	Fair	Poor
a. Opportunity for advancement	____	____	____
b. Job availability now	____	____	____
c. Future employment opportunities	____	____	____
d. Job security	____	____	____

11. What are some occupations related to this one:

_______________ _______________ _______________

_______________ _______________ _______________

12. What do you see as the main advantages and disadvantages of this kind of work?

Advantages	Disadvantages
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

13. Does this occupation appeal to you? ______ Why? ________________

____

____

____

Item 4

CHECK LIST OF VALUE CARDS
(Place on 3" x 5" Cards)

1. Education
2. Money
3. Status
4. Religion
5. Health
6. Leisure Time Activities
7. Job Satisfaction
8. Security
9. Happiness
10. Home and Family

Item 5

LOST ON THE MOON

Your spaceship has just crash-landed on the moon. You were scheduled to rendezvous with a mother ship 200 miles away on the lighted surface of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board, except for the fifteen items below.

Your crew's survivial depends on reaching the mother ship, so you must choose the most critical items of their importance for survivial. Place number one by the most important item, number two by the second most important, and so on through number fifteen, the least important.

________ Box of matches

________ Food concentrate

________ Fifty feet of nylon rope

________ Parachute silk

________ Solar-powered portable heating unit

________ Two .45-caliber pistols

________ One case of dehydrated milk

________ Two 100 pound tanks of oxygen

________ Steller map (of the moon's constellation)

________ Self inflating life raft

________ Magnetic compass

________ Five gallons of water

________ Signal flares

________ First aid kit containing injection needles

________ Solar powered FM Receiver-transmitter

Item 6

SELF-RATING CHART

Read carefully the statements below, compare yourself with the standards given and place in each square the number that describes you best.

1. Always 2. Usually 3. Generally 4. Sometimes 5. Seldom

Responsibility

_______ Am I on time to class and with my work?

_______ Do I behave myself in classroom during teacher's absence?

_______ Do I bring my materials to class everyday?

_______ Must I be spoken to individually because I have not listened to class directions?

_______ Was I willing to accept a class office?

_______ Do I take part in class discussion?

Inquiring Mind

_______ Do I read the directions before asking questions

_______ Do I do more work than is required?

_______ Do I use the library regularly?

_______ Do I bring things related to the classwork to class?

Social Concern

_______ Do I think of how my actions and speech will affect others before I act or speak?

_______ Do I keep order in my section of the room by behaving myself?

_______ Am I courteous to my fellow students and the teacher?

_______ Do I show an active interest in every class activity?

Work Habits

_______ Do I do only my own work, without talking?

_______ Am I ready to start working as soon as I enter the room?

_______ Do I listen and follow directions?

_______ Do I work until the job is finished?

Item 7

CHARACTERISTICS OF ATTRACTIVE PERSONALITY AND HOW TO DEVELOP THEM

Personality

A. Those things about a person which make him different from another person.

B. Has to do with those qualities of being a person rather than a thing.

Characteristics	How to Develop It
1. Attractive Appearance	1. Keep yourself clean
	2. Dress neatly and suitable
	3. Avoid guady or clashing color in dress
	4. Avoid flashy or freak styles
	5. Use a deodorant
	6. Find suitable hair style
	7. Keep nails well groomed
2. Good Posture	1. Head up
	2. Shoulders back
	3. Free swinging style of walking
	4. Deep breathing
	5. Systematic exercise
	6. Correct sitting posture
3. Good Manners	1. Proper table manners
	2. Courtesy to others
	3. Consideration for others
	4. Respect for the rights of others
	5. Avoid talking about others
4. Correct Speech	1. Avoid profanity
	2. Use good grammar
	3. Pronounce words properly
	4. Speak distinctlu
	5. Avoid slang
	6. Use words correctly
5. Self Confidence of Perseverence	1. Ability to stick to it
	2. Become a good workman
	3. See a job through
	4. Mingle with people
	5. Be, think, and talk success
	6. Practice intelligent conversation
	7. Seek acquaintances of those above you
	8. Don's boast or talk loudly
	9. Do not venture opinions about things you do not understand
	10. Have a bank account

Item 8

PERSONALITY CHARACTERISTICS

Rate yourself in the following areas:	Excellent 1	Good 2	Fair 3	Poor 4
1. Courtesy and good manners				
2. Neatness and cleanliness				
3. Cooperativeness				
4. Cheerfulness				
5. Mix well with a group				
6. Honesty				
7. Even tempered				
8. Dependable				
9. Good listener				
10. Unselfish attitude				
11. Posture				
12. Health				
13. Loyal to friends				
14. Sportsmanship				
15. Ability to get along with others				
16. A sense of humor				
17. Ability to adjust to new people and new situations				
18. Broad-mindedness				
19. Generosity				
20. Ambition to succeed				

Item 9

SELF-APPRAISAL CHECK LIST

Consider the words in this list and check how often you think they describe you as you are:

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Fiendly				
4. Sad				
5. Serious				
6. Self-confident				
7. Sensitive				
8. Jealous				
9. Popular				
10. Shy				
11. Clumsy				
12. Show-off				
13. Afraid				
14. Kind				
15. Respectful				
16. Modest				
17. Proud				
18. Lazy				
19. Neat				
20. Prompt				
21. Thrifty				
22. Self-controlled				
23. Accurate				
24. Dependable				
25. Angry				
26. Moody				
27. Considerate				
28. Open-minded				
29. Unreasonable				
30. Alert				
31. Demanding				
32. Industrious				
33. Reliable				
34. Courteous				
35. A Leader				
36. Cooperative				
37. A Follower				

Item 10

PERSONALITY CHECK LIST

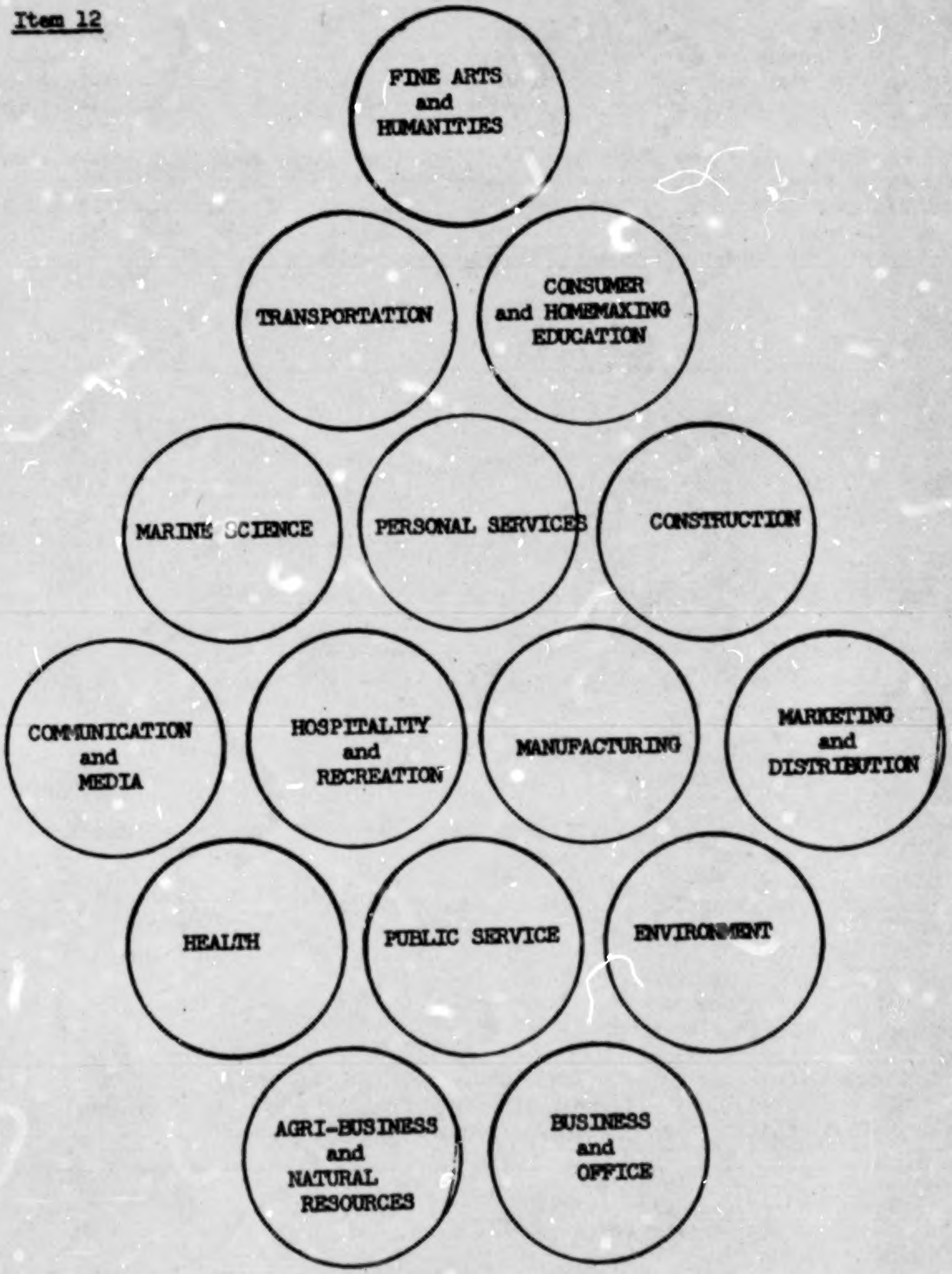
	Never	Sometimes	Usually	Always
1. I control my temper.				
2. I study hard.				
3. I am friendly with others.				
4. I stand up for what I think is right.				
5. I talk about others.				
6. I do things quickly.				
7. I make friends easily.				
8. I force my opinions on others.				
9. I am good at sports.				
10. I can take orders.				
11. I make excuses for my mistakes.				
12. I accept responsibility.				
13. I make good grades.				
14. I am a "good sport".				
15. I read a lot.				
16. I complete things I start to do.				
17. I get discouraged easily.				
18. My feelings are hurt easily.				
19. I like to do new things.				
20. I laugh at my own mistakes.				

Item 11

HOW DO YOU GET ALONG WITH OTHERS?

	Yes	No	Sometimes
1. Do I get along quite well with most people?	___	___	___
2. Do I like most of the people I know?	___	___	___
3. Do most people seem to like me?	___	___	___
4. Am I always worried about what another person is thinking of me?	___	___	___
5. Am I interested in listening to the other fellow, rather than just waiting for him to stop talking and listen to me?	___	___	___
6. Do I always insist on my own way, never changing my ideas to fit in with the others?	___	___	___
7. Do I often act silly just so people will pay attention to me?	___	___	___
8. Do I often make up excuses, instead of giving the real reason for something.	___	___	___
9. Do I spend much time moping because of something I don't have, like a big allowance or a pretty face or lots of clothes?	___	___	___
10. When we're making plans, do I think only about myself and never consider other people?	___	___	___
11. Do I do my share in thinking up ideas and in doing jobs that need to be done?	___	___	___
12. Am I afraid to meet a new person--even if it's someone my own age?	___	___	___
13. Do I feel lonely and wish I had more friends?	___	___	___
14. Do I feel miserable because other people don't appreciate me?	___	___	___
15. Am I a good sport, even when things don't go my way?	___	___	___

Item 12



OCCUPATIONAL CLUSTERS

The Career Educational Advisory Committee is studying various ways of enriching the educational program of the ______________ schools. One way to widen the students' educational opportunities, particularly in learning work skills, is to use the resources of the community. The purpose of this questionaire is to find out what interests and talents the people of ______ would be willing to share with their young people. Once this information is on file, it will be possible to match an individual's special skill with a student's particular interest. Would you be willing to have this questionaire kept on file at the ____________ School so that in the event of a particular need or interest, you might be contacted.

Yes No

Name ____ ____________

Address ________________________________ Phone ______________________

Field of interest (cite occupation or industry, arts and crafts, science, public service, business, trade union) ______________________________

____

Special Skills: ____

What size group would you like to work with?

_______ (large: 20 plus) _______ (medium: 5-20)
_______ (small: 2-5) _______ (individual: 1 to 1)

How much time would you be willing to give?
______ Once a week ________ Number of hours

__________ Hands-on type training (every day over a period of seversl weeks)

_________ Occasional (lecture or demonstration for a specifc topic)

_________ Other

Cah you volunteer your services? __________ If not, tentatively how much would you expect to be paid? ______________

I understand that this information is merely exploratory and does not bind me in any wayl If there is a need for, or interest in my services, I shall be contacted and further arrangements will be made.

Signed _________________________

Please return completed questionnaire to the person who gave it to you - or to John Doe Career Education Advisior Committee, Post Office Box 707, Random, Town, U.S.A.

SELF-ANALYSIS GUIDE

Read the following statements and circle Yes or No.

1. I like to be on time. Yes No
2. I like people. Yes No
3. I like to play ball. Yes No
4. I am honest. Yes No
5. I want to be a leader. Yes No
6. I believe in fair play. Yes No
7. I like to go to school. Yes No
8. I like to work alone. Yes No
9. People like me. Yes No
10. Sometimes I'm moody. Yes No
11. I usually finish work on time. Yes No
12. I have a hobby. Yes No
13. I get mad sometimes. Yes No
14. I help with jobs at home. Yes No
15. I like to do odd jobs. Yes No
16. I cooperate with others. Yes No

Write a paragraph on your strengths and weaknesses.

A LOOK AT MY EDUCATION

Name ____

If I had to give myself grades for the following subjects, I would give:

Reading ________________	Science ____________________
Arithmetic ______________	Gym _______________________
Handwriting _____________	Music _____________________
Art ____________________	Social Studies _______________

I think my achievement is GOOD FAIR POOR (Circle one)

If my grades were money ($$$) I would be RICH SATISFIED POOR (Circle one)

With grades like mine, I might be able to get a job as a ____________________

This job would require me to ______________________________________

____

What I Like to Do

Put a check mark in the column which states how you feel.

I like to:	often	sometimes	seldom
1. be outdoors			
2. be indoors			
3. draw pictures			
4. talk to people			
5. work alone			
6. work with people			
7. work with my hands			
8. try new things			
9. help others			
10. make people happy			
11. collect things			
12. read books			
13. work with numbers			
14. work with machines			

Mathematics Contract

I, ____, hereby enter into contract

with my mathematics teacher,______________________from__________________

to_______________________________.

1. I will study my multiplication facts twenty minutes each evening with my mother and/or my father. I will do this willingly and without reminding on the part of my parents.
2. I will study an additional ten minutes by myself learning the ones I failed on during the above started time.
3. Upon completion of my daily math assignment I will spend the rest of my daily math period studying my facts. I will do this either alone or with a partner if one is available.
4. If at the end of the prescribed time I fail to pass the attached test (in different order) I will enter into a new contract and continue until I know the facts.

Parent's Signature_____________________________ Date_______________

Student's Signature_____________________________ Date_______________

Teacher's Signature_____________________________ Date_______________

READING CONTRACT

I, ____, hereby enter into

contract with my readint teacher, ________________ from _____________

__________________________ to ______________________________

I. I will read a library book thirty minutes each evening. I will read one half of this time aloud to one of my parents, a sister, brother or someone else at my home.

2. I will bring the library book to reading class each day and when the assigned work is finished I will read during my leisure time.

3. I will discuss the books I read with my parents and if it is outstanding ask for time to give a review to the class othrrwise I will write a brief report on at least one book each month.

4. I will keep a list of all books I read along with the author. I will keep this in the reading section of my notebook.

Parent's Signature ____________________________ Date ______________

Student's Signature ___________________________ Date ______________

Teacher's Signature ___________________________ Date ______________

Name________________________

Self-Evaluation Date________________________

L. We have spent approximately four full weeks on our unit. List below each project you completed during this time, and describe briefly the contents of each of your projects. (Number your projects: 1, 2, 3....)

2. Your self-evaluation:

__________ Quality of your projects

__________ Amount of project work completed

__________ Neatness of the written work in your projects

__________ Your effort (use of class time and time outside of class)

WHAT WOULD YOU DO IF-

1. You started in a new school and the other children didn't seem friendly?

________ Pretend not to care.

________ Try harder to be friendly yourself.

________ Keep to yourself.

____

2. You wanted to go to a party and thought you didn't have the right thing to wear?

________ Sulk, pout, or cry.

________ Not go to the party.

________ Fix up an old dress or suit.

____

3. Dad asked you to do some job around the house on the day of the Scout picnic?

________ Get mad and make a fuss.

________ Miss the picnic

________ Ask to do the job another day.

____

4. Other boys and girls had more spending money than you?

________ Keep away from them when they were spending.

________ Beg parents for more money.

________ Try to earn some money at a part-time job.

____

5. A friend gets a new bike like the one you've been wanting but can't afford?

________ Try and find something wrong with the bike.

________ Say, "Gee, I'm glad you got it even if I can't have one."

________ Pester Dad to buy you one.

____

6. If you are asked to sell tickets for a school play instead of playing the part you had hoped to get?

________ Refuse to sell tickets.

________ Criticize the person who got the part.

________ Do the job of selling tickets the best you know how.

____

7. If you aren't doing well in one of your classes at school?

________ Blame the teacher.

________ Ask the teacher what to do about it.

________ Try to get out of the class.

____

8. You had never made a speech before a large audience and were asked to speak at a school program?

________ Refuse to do it.

________ On the day of the program say you are sick.

________ Ask someone who is used to speaking to give you some tips.

____

9. You envy a brother (or sister) because of some talent that makes him popular?

________ Try and copy the things he does.

________ Criticize him.

________ Develop an ability of your own.

Table III
CAREES RELATED TO AGRICULTURAL SCIENCE

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Vocationtion Agricultural Teachers County-Agent	Agriculture Broker Appraiser (Farm) Home Demonstration Agent	Agricultural Engineer Soil Scientist Veterinarians Ecologist Horticulturist Plant Physiologist	Agronomist County-Agent Forester	University Teacher (Agriculture) Agricultural Journalist	
II H.S.plus Technical		Implement Dealer Realtor (Farm)	Plant Quarantine Inspector Farm Mechanic	Nurseryman Apiarist Floraculturist Dairy Tester		
III H.S. Graduate		Auctioneer	Butter Churner Butter Maker Cheese Maker Blacksmith Butter Grader	Landscape Gardener Farmer: Dairy Fruit General Grain Livestock Vegetable Herdsman Farmer, General		
IV Less than H.S. Graduate	Agriculture Aide	Grain Sampler Grain and Elevator Worker	Butchers Butter Cutter Meat Curer Egg Grader Greenhouse Worker Butter Wrapper	Dairy Hands Farm Laborers Fire Guard		Lead Pony Boy

Table IV

CAREERS RELATED TO ART

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
B.A. or above	Histological Illustrator	Advertising Manager	Archaeologist Architect Auto Designer Aeronautical Engineer Industrial Designer	Landscape Architect	Curator Art Editor Art-Teacher	Creative Artist Painters Sculptors Designers Stage Designers Jewelry Ceramic Designers
II H.S. plus Technical		Art Appraisor Commerical Artist Floral Designer Jewelry store Manager Art Dealer	Draftsman Die Designer Etcher, Hand Photoengraver Wood Engraver Architectural Modeler Delineator		Art-Librarian	Advertising Lay-out Designers Clothing Millinery Textile Interior Decorator Greeting-Card Illustrator
III H.S. Graduate	Caterer Cake Decorator	Art Auctioneer Buyer of Art Goods Display Man	Bookbinder Glass Blower Jewelers Lithographers Sign Painter			Drapers Illustrators Photographers Cartoonist Mannequin Colorer Hand Grainer
IV Less than H.S. Graduate	Wardrobe Mistress Art Gallery Guard	Stone Carver Gift Wrapper		Landscape Gardener		Animator Artist Show Card Writer Plaque-Maker Craft-Worker

Table V

BUSINESS AND DISTRIBUTIVE CAREERS

Levels	Service	Business & Clerical & Sales	Science & Technology	Outdoor	General Cultural	Arts & Entertainment
I B.A. or above	Employment Manager Personnel Manager	C.P.A. Broker Auditor Controller Credit Manager Office manager Sales Mgr. Market Sp. Accountant Banker	Telephone Entineer Data Process System analyst System engineer		College Teacher Commercial H.S. Teacher Journalist	
II H.S. plus Technical		Purchasing Agent Secretary Paymaster Bank Teller Salesman Dept. Store Buyer	Contractor General Medical Records Librarian		Law Clerk	
III H.S. Graduate	Telegraph Telegraph Agent Railroad Conductor Postal Worker Telephone Operator	Bookkeeper Cashier Stenograph Credit Clerk Sales Clerk Office Work. Station Agent Dispatcher Typist Billing Machine Operator Receptionist File Clerk	Tabulating Machine Operator Programmer			
IV Less Than High School Graduate	Census Taker Rural Mail carrier Elevator operator	Stock Cl. Multigraph Operator Messenger boys Collector Office Boy		House to House Salesman		

Table VI

CAREERS RELATED TO ENGLISH AND LANGUAGE ARTS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Culture	Arts and Entertainment
I B.A. or above	Reading Specialist Speech Therapist	Advertising Manager Public Relations Sales Engineer Traffic Manger	Technical Writer	Sports writer	Lawyers Editor Clergyman English & Language, Art Teacher Foreign Correspondent Tutor Journalist	Lecturer Author Continuity Writer Actor Dramatic Critic Scenario Writer
II H.S. plus Technical	Interpreter Translator	Retail Manger Salesman Sales Person Secretary	Cryptographer		Radio Announcer Reporter Librarian	Script Writer
III H.S. Graduate	Customs Inspector Immigration Inspector	Auctioneer Demonstrator Buyer Floorwalker Sales Clerks Foreign Exchange Clerk Stenographers	Telephone Operator Printer			Copy-writer
IV Less than H.S. Graduate	Hostess Usher				Proofreader	

Table VII

CAREERS RELATED TO FOREIGN LANGUAGES

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertaiment
I B.A. or above	Diplomat Curator Missionary	Tour Conductor Commerical Attache Branch Manger Airways Corp.	Translator of Technical Writings Physician Nurse Engineer Geologist Archeologist Architect Pharmacist		College Language Teacher Writer, Foreign Language Paper Foreign Correspondent High School Language Teacher	Opera-Singer Critic Actor
II H.S. plus Technical	Language Librarian Steward or Stewardees Receptionist	Dealer Foreign Books Secretary Bilingual Travel Bureau Manager Foreign Service Worker Fashion Buyer	Wireless Operator Researcher		Broadcaster	Art-Collector
III H.S. Graduate	Interpreter Translator Customs Inspector Immigration Inspector Traveling Companion	Foreign Clerk Foreign Collection Clerk Exporter Importer		Policeman		
IV Less than H.S. Graduate	Hotel Worker	Hotel clerk Armed Forces Merchant Marine Information Aide Courier		Taxi Driver		

Table VIII

CAREERS RELATED TO HOME ECONOMICS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Homemaker	Home Demonstration Agent Journalism Institution Manager Test Kitchen Worker Extension Service Specialist	Dietitian Food Chemist Research Worker Registered Nurse		Homemaker College Teacher Home Economics Teacher Occupational Therapist Youth Group Advisor Public Health	
II H.S. plus Technical	Homemaker Air Stewardess Chef Practical Nurse	Food Salesman	Meat and Dairy Inspector		Homemaker	Fashion Designer Textile Designer Interior Decorator
III H.S. Graduate	Homemaker Barber Beautician Caterer Head Waiter Alteration-Seamstress in Dept. Store		Dressmaker Tailor Upholsterer Candy Maker		Homemaker	Cake Decorator Bon Bon Maker
IV Less than H.S. Graduate	Homemaker Butler Cooks Nurse Maid Bus Boy Chambermaid Wardrobe Mistress Waitress Nurses Aide	Comparsion Shopper	Baker Butcher Dry Cleaner Hands Garment Inspector Garment Maker Factory		Homemaker	Hand Embroiderer

Table IX

CAREERS RELATED TO INDUSTRIAL EDUCATION

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Art and Entertainment
I B.A. or above		Sales Engineer	Mechanical Engineer Electrical Engineer Aero Engineer Air-Conditioning Engineer Automotive Engineer Ceramic Engineer Civil Engineer Industrial Chemist		Editor of Industrial Publications Reporter of Industrial Publications Teacher of Industrial Publications Writer of Industrial Publications	Architects Artist
II H.S. plus Technical	Radio and TV repair-man	Contractor Building Trades	Technician Airplane Pilot Factory Foreman Boiler Inspector Radio Operator Die Designer Draftsman		Vocational Inspector Printer	
III H.S. Graduate		Telephone Inspector	Machinist Airplane Mechanic Blacksmith Boilermaker Bookbinder Bricklayer Cabinet-maker Carpenter Welder Photoengraver	Crane Operator Oil Well Driller Lineman Operating Engineer	Linotype Operator Compositor	Photo-grapher
IV Less than H.S. Graduate	Bus Driver Chauffeur Dray Man Truck - Driver Custodian Building(Cleaner Maintenance (Man)	Multigraph Operator	Armature-Winder Assembler Babbitter Blast(Furnace) Blower Brake(Adjuster) Leather (Worker) Airplane(Cleaner) Blaster	Lumber Inspector Tractor Driver Stationary Engineer		Photo-Technician

Table X
CAREERS RELATED TO MATHEMATICS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Corp. Statment Analyst Reorganization Advisor Tax Expert Marketing Expert Psychometrist	Investment Advisor Banker System Analyst Computer Programer Econometrician Bursar Accountant Public Statistician Actuary	Astronomer Physicist Mathematician Engineer, Electrical, etc. Research	Navigation Civil Engineer	Economist Teacher Mathematics Sociometrician	Architect
II H.S. plus Technical	Tax Collector Airplane Inspector	Collection Manager Appraiser Auditor Bank Examiner Office Manager Sales Manager	Contractor Machine Designer Radio Operator Draftsman Tool Designer Optometrist Lab Assistant	Surveyor		Motion Pictures (Audio)
III H.S. grad	Assessor Actuarial Assistant	Statitiscal Clerk Cashier Bookkeeper Ticket Agent Broker's Clerk Cost Clerk Budget Clerk Secretary to Accountant Teller Billing Clerk	Tool Maker			
IV Less than H.S. Graduate	Machine	Card Punch Operator Computing Machine Operator Sales Clerk				

Table XI

CAREERS RELATED TO MUSIC

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above		Impresario Music Store Manager			College Music Teacher High School Music Teacher	Composer Chorus Master Conductor Choir Master Music Critic Concert Master Opera Signer Orchestrator
II H.S. plus Technical		Saleman, Music and Musical Instruments			Music Teacher Private	Arranger Music Librarian Organist Pianist Violinist Accompanist
III H.S. Graduate		Sales Clerk Music Store	Musical Instrument Repairman Organ Tuner Piano Repariman Piano Stringer Piano Tuner Violin Maker Violin Repairman			Instrument Musician
IV Less than H.S. Graduate						Stage-Hands

Table XII
CAREERS RELATED TO PHYSICAL EDUCATION AND HEALTH
(For other health careers see Science Table XIII)

Levels	Service	Business Clerical and Sales	Science & Technology	Outdoor	General Cultural	Arts and Entertainment
B.A. or above	School nurse Camp Director Community Recreation Leader Health Education Leader Playground Director Athlete Trainer		Physical Therapist Research Physiological Sanitary Engineer Recreation Therapist Occupational Therapist Hospital Rehabilitation	Park Supervisor	Teacher, Phy. Ed. Sports Columnist Sports editor Sports Announcer Sports Writer	College Athletic Coach High School Athletic Coach Sports Cartoonist
II H.S. plus Technical	Playground Worker	Sporting Goods Store Manager Salesman	Golf Club Maker			Aerialist Choreographer Dancer Dancing Master Professional Athlete
III H.S. Graduate	Community Center Worker Athletic Manager Time Keeper Umpire Golf Course Ranger Lifeguard Masseur Referee Camp Counselor			Green's Keeper		
IV Less than H.S. Graduate	Caddie Recreation Facility Attendant Swimming Pool Attendant Tennis Court Attendant Golf Club Attendant			Hunting & fishing Guide		

Table XIII
CAREERS RELATED TO SCIENCE

Levels	Service	Business Clerical and Sales	Science & Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Occupational Therapist Psychologist Psychiatrist Dietician	Sales Engineer Mfg. Electronic Equipment	Anthropologist Chemist Medical Technologist Astronautic Engineer Physicist Engineer Mathematician Physician Biologist Botanist Veterinarian Pharmacist Nurse Dentist Chiropractor	Agronomist Wildlife Specialist Range Management Specialist Horticulturist County Agent Landscape Architect	Curator Science Teacher Phy.Ed. Teacher	
II H.S. plus Technical	Mortician	Pharmaceutical Salesman Medical Secretary Chemical Secretary Salesman Scientific Supplies & Equipment	Biological Research Aide Dental Technician Dental Hygienist Optometrist Medical Technician Weather Observer Practical Nurse Embalmer	Floriculturist Nurseryman Tree Surgeon Fish Culturist Soil Conservation		Botanical Artist
III H.S. Grad.	Masseur		Taxidermist Glass Blower Dry Cleaner Textile Technician Lab Technician	Landscape Gardener Poultryman Truck Gardener Apiarist		
IV Less than H.S. Grad.			Veterinary Hospital Attendant Zoo Caretaker Nurse's Aide	Lumber Inspector Nursery Employees		Animal Trainer Photographic Technician

Table XIV
CAREERS RELATED TO SOCIAL STUDIES

Levels	Service	Business Clerical and Sales	Science & Technology	Outdoor	General Cultural	Arts & Entertainment
I B.A. or above	Social Worker Psychologist F.B.I. Agent Counselor Y.M.C.A. Secretary Clergyman	Government Official Industrial Executive Economist Market Analyst Buyers Arbitrator	Archaeologist Paleontologist Anthropologist		Judges Lawyers Philologist Editor Sociologist News Commentator Reporter Librarian	Museum Curators Historian (dramatic arts)
II H.S. plus Technical	Police Sergeant Detective Sheriff Employment Interviewer	Union Official Bank Teller Salesmen Wholesaler Retailer			Justice of the Peace Law Clerks Radio Announcer	Tour Conductor Travel Bureau Director Cartoonist
III H.S. Grad.	Policemen Religious Workers Bus Drivers	Floor walkers Interviewers (poll) House Canvassers & Agents			Library Assistant	Museum Guide
IV Less than H.S. Grad.	Train Porters Taxi Driver Bellhops Elevator Operators Usher	Peddler Newspaper Boy			Library Page Copy Boy	